

DOCUMENTARY HISTORY

OF

EDUCATION

IN UPPER CANADA

(ONTARIO)



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MEMORANDUM.

This Documentary History is printed as one of the Appendices to the Report of the Honourable the Minister of Education for Ontario, 1899. Copies of this Appendix are however, printed separately, in this form, for convenience of distribution, and for reference.

EDUCATION DEPARTMENT (ONTARIO),
TORONTO, August, 1900.

J. G. H.



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DOCUMENTARY HISTORY

OF

EDUCATION IN UPPER CANADA,

FROM THE PASSING OF THE

CONSTITUTIONAL ACT OF 1791,

TO THE

CLOSE OF THE REVEREND DOCTOR RYERSON'S ADMINISTRATION
OF THE EDUCATION DEPARTMENT IN 1876.

VOL. VII., 1847, 48.

Edited under the direction of the Honourable the Minister of Education, with Explanatory Notes,

BY

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T O R O N T O.

PREFATORY REMARKS BY THE EDITOR.

The educational history of Upper Canada, as narrated in this Volume, partakes largely of the militant type.

On two subjects strong popular feeling was excited. Both related to Education. The one touched the higher phase of it—the academic; and the other, the lower, or elementary. As is usual in such cases, public feeling, on both sides of these educational disputes, ran high; and the real merits of either question was obscured in the heat of the controversy which was evolved in the discussions.

I. The transition, (in 1846-1847,) from a disjointed and incomplete scheme for the maintenance of Schools,—inconsistent with itself, and under the control of inexperienced and irresponsible persons,—to a System of Schools, logical in the sequence of its parts, and practical in its structure,—though necessarily restricted and incomplete in many respects,—involved a vast change in the then existing state of things. And this change, as was natural under the circumstances, aroused a latent, and, as it proved, an unreasoning, opposition,—all the stronger from the unexpected, and the then very novel, character of the changes proposed.

This opposition was the more pronounced, from the fact, that many persons,—and even influential public bodies,—were averse, on (so called) principle, to any change whatever in the old arrangements, as being altogether unsuited “to a young country, like Upper Canada,” and a change, which, it was alleged, imposed burthens that had never before been thought of, or were necessary.

As examples of the opposition, which was encountered, (chiefly in 1847 and 1848.)—from different classes of persons,—in the endeavour to introduce a systematized plan for the establishment of elementary Schools in Upper Canada,—taught by trained Teachers,—I quote the utterances of the representatives of the more important of these classes. These utterances were not those of irresponsible persons, but of official bodies, and as such, were deliberately embodied in formal Memorials and Petitions to the Legislature.

The most active and determined of this class of opponents was made up of persons who wished to maintain the *status quo*, and who were quite “satisfied,” as they expressed themselves, “with things as they were.”

The Municipal Council of the District of Gore,—now the County of Wentworth,—took the lead among those who were decidedly opposed to any educational change whatever, unless it were in the direction of retrogression to the state of things which had existed years before, under the restricted and local School Acts of 1816, 1820 and 1824. The Gore District Council even advocated the reënactment of these old laws, if legislation of any kind was to be invoked. Thus, the Council, in its Memorial to the Legislature, in 1847, expressed itself, as follows:—

Your Memorialists . . . are of opinion that . . . the Acts repealed by the School Act of 1841 [those of 1816, 1820 and 1824] . . . operated more effectively, and gave more general satisfaction than any [School Act] since substituted for them . . .

The same Council was altogether opposed to the establishment of a Normal School for the training of Teachers, and thus expressed its contentment with persons, as Teachers, who had hitherto been so employed, and who had no qualifications whatever for that position. The Memorial further states :—

That your Memorialists do not hope to provide qualified Teachers by any other means than by securing, as heretofore, the services of those, whose physical disability, from age, render this mode of obtaining a livelihood,—the only one suited to their decaying energies,—or, by employing such of the newly-arrived Emigrants, as are qualified . . . and who will adopt this as a means of temporary support, until their character and abilities are known and turned to better account for themselves.

The Western District Council, in its Memorial to the Legislature, about the same time, asked that Body to “remedy” —

Another, and very serious evil which . . . is the ill feeling which . . . the present School Bill . . . has been the means of causing among the people,—the hatred and malice between neighbours and friends, in almost every School Section in this District . . . Your Memorialists are of opinion, that the duties required to be performed, under the present law, by the School Trustees are impracticable, as we well know that a large number of them can neither read nor write ; and it, therefore, must be obvious that the greatest part of those requirements must remain undone.*

The Newcastle District Council also took strong ground against the School Legislation of the day as shown on page 118 of this Volume.

The Home District Council, in its strictures on the proposed changes in the School Law, declared that “it had failed, and, from its very character, must fail, to give satisfaction to the inhabitants of this Province.” And yet, no evidence of this fact was adduced, but only a general opinion—(too sweeping to be of any practical value,)—that :—

Every School Law that has yet been enacted in this Country, upon the subject of Education, has been too complicated in its machinery ; and, that, any Law, to work well, must be harmonious in all its parts, and simple in all its details . . .

As a set-off to superficial criticism, like this,—vague, indefinite and impractical, which was largely indulged in at the time, chiefly owing to want of experience of the school legislation in other Countries, the Colborne District Council, as well as other parties, took strong ground against the adoption of views so superficial and crude, and which failed to realize what were the essential characteristics of a good school law, designed, in its very purpose, to uplift Upper Canada to the higher plane,—socially and educationally—of other Countries. The Council very wisely and truly said :—

However desirable it may be to have simple and cheap enactments, for the conduct and support of Common Schools, it is much more essential, that these enactments should also be efficient ; and that they should so provide for the control and expenditure of the public money, the supervision of the Schools, and, above all, for the adequate supply of competent and well-trained Teachers, so that the rising generation of Upper Canada may be prepared at least, to make some near approach to that place in the social scale, which their more intelligent, because

* On this statement the Chief Superintendent remarks in his Official Report of 1850 :—In other Districts, where the Trustees can read and write, and where the Councillors are correspondingly intelligently and discreet in their school proceedings, no disputes or inconvenience, have, as far as I am aware, occurred on this subject.

better educated, Neighbours, now threaten to monopolize. That the youth of the rural Districts of this fine Province are much behind the age, and that this inferiority is solely owing to the defective system of Public Instruction, with which the people have been urged to remain content, are mournfoul facts, which no one can deny, and which read but a sorry comment on the old laws, which the Gore District Memorialists propose to revive.

II. One of those singular and unexplained episodes, which now and then occur in public affairs, is dealt with in one of the Chapters of this Volume, relating to the University Question.

The successive failures of the Honourable W. H. Draper, in 1845 and 1846, to settle the University Question, was chiefly owing to the fact that he met with opposition on the subject from his own friends in the House of Assembly, who were acting in concert with Doctor Strachan, President of King's College. When, therefore, Mr. Draper retired from the House of Assembly, the Honourable (afterwards Sir) John A. Macdonald succeeded him in an effort to settle this *vexata quæstio*. He, however, took the precaution to come beforehand to a personal understanding with Doctor Strachan on the subject,—the terms of which were: that King's College was, by Act of Parliament, to be created an exclusively Church of England University, with an annual endowment of Twelve Thousand dollars, (\$12,000,) and a grant of the Site on which King's College Buildings then stood. With a view to get the assent of the King's College Council to this agreement, the matter was laid before it by one of the Cabinet Ministers.

For some unexplained reason, which I have been unable to determine, Doctor Strachan drew back from his agreement with Mr. Macdonald, after the College Council, (the Meeting of which he did not attend,) had refused to accept the proposed settlement by the Government. Mr. Macdonald had no option but to withdraw his University Bills,—his own friends in the Legislature, having agreed with the President and Council of King's College, decided to oppose the passage of these Bills.

The reasonable inference, from all the circumstances of the case, may be thus summarized:

A decided difference of opinion, on the subject of the proposed Macdonald settlement of the University Question, had apparently arisen between Doctor Strachan, the President of King's College, and Doctor McCaul, the Vice-President, as evidenced by the fact that, while the President assented to the Macdonald scheme of settlement, the Vice-President strongly opposed it; and Resolutions to that effect were, with his warm approval, passed by the King's College Council, under his presidency, and communicated to the Government by him. Doctor Strachan, having, for some before this, time ceased to attend the Meetings of the Council, he was not present when the McCaul Resolutions were concurred in.

The interest in this personal episode was not lessened by the incident of a "Statement" having been made, at a King's College meeting, by Doctor McCaul criticising the Chancellor, (Lord Elgin's,) mode of preparing certain University Statutes, sent to him, to be laid before the Council. After Doctor McCaul had given explanations in regard to his "Statement," Mr. Attorney-General Baldwin made

a counter "Statement," justifying, on reasonable and practical grounds, the course taken by himself in the matter, and by the Chancellor in preparing the Statutes laid before the Council. Mr. Baldwin then provided by Resolution for the adoption of the same course in all similar cases.

III. I have not only given in this Volume the opinions and strongly expressed official views of the leading Religious Denominations, in favour of the Macdonald University scheme of 1847; but I have also given full prominence to the equally strongly expressed views of other parties arrayed against that "partition" scheme. To two elaborate Addresses, or "Appeals," on the University Question, I would call special attention,—the more so because of their somewhat unique character, and the out-spoken nature of the statements which they contain.

The first of these documents, in point of time, is the Address of the Roman Catholic Bishop of Kingston and his Clergy to the Roman Catholics of Upper Canada. In this Address, several things are prominently brought forward and freely discussed, such as:—

The Religious and Educational Apathy of Roman Catholics;

The Non-official Advancement of Roman Catholics;

Attendance at King's College as dangerous to the Roman Catholic Faith;

Appeal to Roman Catholics as to the Remedies proposed;—followed by a series of Resolutions on the University Question, and on desirable aid being given to Regiopolis College.

The second of these documents inserted in this Volume is an "Appeal to the People of Canada, by a Central Committee . . . on University Reform."

This Appeal deals historically—but in highly wrought language—with the various phases, through which the University Question had passed, since the Imperial Grant for higher education was made in 1797.

The effect of this "Appeal" is greatly marred by the following undignified and ungracious language used in it, regarding the pioneer Colleges of Upper Canada:

We ask you whether a few sickly Sectarian Seminaries, luxuriant in the bitter rivalry of Creeds, with pretensions to academic distinctions and degrees—derided by every University in Europe,—with Professors too few to be more than partially educated in some of the branches they must teach, and indifferent towards those to which they are called by necessity, rather than by inclination . . .

Such language was the less warranted and inexcusable from the fact, that the Colleges—thus spoken of—were not established in rivalry to a Provincial Institution, or in opposition to it. They were projected some time before King's College was put into operation, and were designed to supply a greatly felt want that King's College,—which existed only on paper,—should have provided long before that time.

The result of the continued agitation on the University Question induced Attorney-General Baldwin in 1848 to suggest to His Excellency the Chancellor the desirability of having a Statute passed by King's College Council, authorizing three Commissioners to inquire into the Financial Affairs of both King's and Upper Canada College. This was done against the wish of Doctor McCaul.

(The Baldwin University Bill of 1843 had provided for the issue of a Commission of Enquiry on the subject.)

IV. This Volume records the notable event of the establishment and successful operation of the Provincial Normal School, with its necessary adjunct,—a Model School of practice for the Students of the Normal School. A no less notable event, also recorded in this Volume, was the doing away with the nondescript School Section System in the Cities and Towns of Upper Canada, and the consolidation of their Schools under the management of a Trustee Board for each City, or Town, Municipality.

V. The years 1847 and 1848 were prolific in the preparation of various Educational Reports, and the publication of a number of Explanatory Circulars to Municipal Councils and other parties, with a view to aid in facilitating the working of the new School Acts of 1846 and 1847.

Among the subjects which were specifically dealt with in these years was that of the United States School Books, which, fifty years ago, were in general use in the Common Schools of Upper Canada. Their entire unsuitableness to our Schools was then clearly pointed out,—they being, in letter and spirit, decidedly hostile to our British System of Government and institutions, especially were those Text Books devoted to History and Geography.

That this hostile spirit to British Institutions still largely pervades these School Books, and that historic truth does not always characterize them, I have given specific proof on page 208. It is there shown that the victories of Lundy's Lane and Queenston Heights are stated to have been won,—not by the British-Canadian arms, but by the valour of the United States troops!

VI. In Chapter XXVIII, I have grouped together five very interesting papers on Pioneer School Life among the Early Settlers of Upper Canada, taken from Publications on Early Records of the Country recently published.

VII. A word as to the arrangement of material in this, as in the preceding Volumes. As a rule, I have observed the following order: The educational proceedings of the Legislature comes first; then follows those of the Council of King's College;—the Education Department; the proceedings of Synods, or other Representatives, of the various Colleges; the Municipal Councils; and Miscellaneous. The fulness of educational material at my disposal is by no means exhausted by this arrangement. I have curtailed and condensed wherever I could possibly do so, without marring the unity of the Volume, or the completeness of the narrative,—with its incidental detail. I have omitted no document of interest or of value,—some of which were very difficult to obtain,—but I have sought to make the Volume as complete, in its "documentary history" as it was possible, notwithstanding the diverse character of my materials.

TORONTO,—August, 1900.

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LIBRARIAN AND HISTORIOGRAPHER OF THE

EDUCATION DEPARTMENT FOR ONTARIO.

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CHAPTER I.

EDUCATIONAL PROCEEDINGS OF THE LEGISLATURE OF THE
PROVINCE OF CANADA, 1847.

During the interval between the Sessions of the Legislature of the Province of Canada of 1846 and 1847, the Earl of Elgin and Kincardine became Governor General, in succession to Earl Cathcart.

On the 15th of April, 1847, Lord Elgin issued his Proclamation, summoning the Members of both Houses of the Legislature to meet "for the dispatch of business" at Montreal, on the Second day of June, 1847. The two Houses accordingly met on that day in Montreal; but, in his "Speech from the Throne, the Governor General made no reference to educational matters. The Honourable Peter McGill was, by His Excellency, appointed Speaker of the Legislative Council, in place of the Honourable René E. Caron; and Mr. Charles Joseph de Léry, Clerk of the same, in place of Mr. James Fitzgibbon. The following Gentlemen were also appointed Members of the Council, by the Governor-General: Messieurs James Ferrier, Roderick Matheson, Hamnett Pinhey and George Strange Boulton.

EDUCATIONAL PROCEEDINGS OF THE HOUSE OF ASSEMBLY, 1847.

The Members of the House of Assembly, who were also Members of the Executive Council, were the Honourable Messieurs Dominick Daly, Secretary; D. B. Papineau, Crown Lands Commissioner; William Cayley, Inspector General; Henry Sherwood, Attorney-General, (West); John Hillyard Cameron, Solicitor-General, (West); William Badgley, Attorney-General, (East); John Alexander Macdonald, Receiver General; William B. Robinson, Commissioner of Public Works. Sir Allan Napier Macnab, was Speaker of the House of Assembly.

June 9th, 1847.—Pursuant to the Order of the Day, the following Petition was read:—

Of Mr. Adolphus Williams and others, of the Township of Malahide, in the District of London; praying to be secured from any legislative supervision in the education of their children.

June 14th, 1847.—Pursuant to the Order of the Day, the following Petitions were read:—

Of the Municipal Council of the District of Bathurst; praying that the apportionment of School Funds to the said District for the year 1847, may be payable, notwithstanding the want of the necessary Report; also, from the Municipal Council of the same District, (of Bathurst;) praying that the District Superintendent of Schools may be authorized to pay over the Legislative School monies appropriated for 1845, without assessment, [having been made by the Council for that year.]

June 16th, 1847.—On Motion, it was—

Ordered, That Mr. Malcolm Cameron have leave to bring in a Bill to authorize the payment of School money to the Teachers in the Bathurst District, for the year 1845, notwithstanding

that there was no assessment for Schools made in that District by the District Council, in the said year. Mr. Cameron accordingly presented the said Bill to the House, and the same was received and read for the first time; and it was ordered to be read a second time on Thursday, the twenty-fourth instant. It was further—

Ordered, That Mr. Malcolm Cameron have leave to bring in a Bill to declare the operation of the third clause of the 13th Section of the (School) Act: 9th Victoria, Chapter XX*, in operation in the Bathurst District, for the year 1846, the said District not being in a position to fulfil the requirements of said Section. Mr. Cameron accordingly presented the said Bill to the House, and the same was received and read for the first time; and it was ordered to be read a second time on Tuesday, the twenty-fourth instant.

June 17th, 1847.—Pursuant to the Order of the Day, the following Petition was read:—Of the Municipal Council of the District of Niagara, praying that the Town of Niagara may be exempted, to a certain extent, from the operation of the Common School Act: 9th Victoria, Chapter XX.*

Of the Reverend George Romanes, Moderator of the Synod of Canada, in connection with the Church of Scotland; praying that the constitution of the University of King's College may be amended and placed under more liberal management, and that, in the meantime, a separate endowment be made for Queen's College at Kingston.†

June 18th, 1847.—Pursuant to the Order of the Day, the following Petition was read:—Of the Reverend Michael Lalor and others, Roman Catholic Inhabitants of the Town of Picton, in the District of Prince Edward; praying for a certain amendment to the Common School Act of 1846. On motion, it was

Ordered, That the Honourable J. Hillyard Cameron, Solicitor General, (West), have leave to bring in a Bill, "To Amend the Common School Act in Upper Canada," for 1846; he accordingly presented the said Bill to the House, and the same was received and read for the first time; and ordered to be read a second time on Friday next.

June 21st, 1847. On motion, it was ordered that the Petition of the Municipal Council of the District of Niagara, on the subject of Common School rates, presented to this House on the 14th instant, be referred to the Committee on Standing Orders.

June 24th, 1847. Pursuant to the Order of the Day, the following Petitions were read:—Of Mr. Jonathan Ferris, and others, Members of the Religious Society of Friends, (commonly called Quakers,) praying for an Act of Incorporation, to enable them to establish a Seminary in the Township of Hallowell, in the District of Prince Edward; also the Petition of Mr. A. W. Blanchard, and others, of the Township of Elizabethtown, in the Johnstown District, praying that certain School Trustees be authorized to sell a lot of Land granted by the late Mr. James Haskin for School Purposes, and to purchase another lot as a more suitable School Site.

June 25th, 1847. The following Petition, presented to the House on the 23rd instant, was read: Of the Right Reverend Patrick Phelan, Roman Catholic Bishop of Carthage, and Administrator of the Diocese of Kingston, and of the Very Reverend Angus Macdonell, Vicar General of the same, praying for pecuniary aid for the College of Regiopolis in Kingston.

June 30th, 1847. On motion it was—

Resolved, That the Petition of Mr. Jonathan Ferris and others, Members of the Religious Society of Friends, (commonly called Quakers,) presented to this House on the 24th instant, be referred to a Select Committee, composed of Messieurs Roger B. Conger, Israel W. Powell, Benjamin Seymour, James H. Price and George Duggan, to examine the contents thereof, and to report by Bill, or otherwise, with all convenient speed; with power to send for persons, papers and records.

July 2nd, 1847. The Order of the Day for the second reading of the Bill: "To Amend the Upper Canada Common School Act of 1846," being read, the said Bill was accordingly read, and committed to a Committee of the Whole House for Tuesday next.‡

* A copy of this Act is printed on pages 59-70 of the Sixth Volume of this Documentary History.

† For the proceedings of this Synod, in regard to the King's College University Bill, of 1847 see a subsequent Chapter.

‡ As this Bill was passed the Legislature with very little alteration, and became the Common School Amending Act of 1847, 10th and 11th Victoria, Chapter XIX, it will be inserted in Chapter II of this Volume, and the changes and omissions made in it, while passing through the Legislature, will be noted. The original title of the Bill, when introduced, was "Act: Bill for the Better Establishment and Maintenance of Common Schools in the Cities and Incorporated Towns of Upper Canada, and for Other Purposes therein mentioned."

July 8th, 1847.—Pursuant to the Order of the Day, the following Petition was read :—Of the Municipal Council of the Home District ; praying for certain amendments to the Common School Act of 1846.

To the Honourable the Legislative Assembly of the Province of Canada :

The Petition of the Home District Municipal Council :—

Respectfully Sheweth :—

1. That your Petitioners are anxious to draw the attention of Your Honourable House to an Act passed in the Ninth Year of Queen Victoria, (1846), Chapter XX, intituled : “ An Act for the Better Establishment and Maintenance of Common Schools in Upper Canada,”—and respectfully pray, that the alterations hereinafter mentioned be made : videlicet :—

2. That the powers vested in District Councils, by Section X in said Act, for the purchase of Sites for School-Houses, and for the erection of School-Houses, be increased, and, that all assessments for such purposes be at the sole discretion of those District Municipal Bodies to such an extent, as, on the application of a majority of the inhabitants of a School Section, shall set forth ; and your Petitioners respectfully represent, that they have authorized a loan out of the District funds to a considerable amount, for the purpose of expediting the erection of School-Houses, in the expectation that the Legislature will authorize the Assessment of School Sections for the several amounts prayed for by the inhabitants thereof.*

3. Your Petitioners also pray, that, on similar application, power be given to District Councils to assess for the purchase of Township School Libraries ; also that the Council be informed, on or before the first day of January, in each year, of the Government Apportionment, for that year, of the School Fund for the various Townships in the District.

4. Also, that, in future all monied responsibilities be limited to District Treasurers, to whom all School Funds, whether derived from the Provincial Grant, or from the District Taxes, be paid ; and that the Treasurers pay over the same to the parties entitled to receive them, on the order [according to date] of the respective School Trustees.†

5. Also, with a view to prevent the great inconvenience experienced by the School Teachers, and, in order further to promote their comfort, your Petitioners further pray, that the Provincial Grant, for Common Schools, in future, be paid into the hands of District Treasurers, on, or before, the first day of April, in each and every year ; and, also that every School Section shall be entitled to its proportion of the Government Grant and Taxes, provided a School has been kept open, by a qualified Teacher, for, at least, three months of the year ; also that Foreign Teachers and School Books be not prohibited from the Schools (of this District).

And your Petitioners, as in duty bound, will ever pray.

TORONTO, 18th of June, 1847.

M. P. EMPEY, Warden of the Home District.

July 9th, 1847. Mr. Roger B. Conger, from the Select Committee, to which was referred on the 30th ultimo, the Petition of Mr. Jonathan Ferris and others, Members of the Religious Society of Friends, (commonly called Quakers,) with power to report by Bill, or otherwise, presented to the House a Bill to incorporate the Friends' Seminary in the Township of Hallowell, in the District of Prince Edward, which was received and read for the first time, and ordered to be read a second time on Wednesday next.‡

On motion, it was ordered, That the Honourable John A. Macdonald have leave to bring in a Bill : “ To Repeal a certain Act therein mentioned, and to Alter and Amend the Charter of the University of King's College.”§

* This modification of the School Law of 1846 was made in the VIII Section of the Draft of Bill prepared by the Chief Superintendent of Education in 1847. The modification was concurred in by the Legislature, and is embodied in Section VIII of the Act passed during this Session, (1847).

† This modification in the School Act of 1846 was also concurred in by the Legislature in 1847.

‡ For a reference to the establishment of a Friends' School at Picton, Prince Edward District, see page 133 of the Third Volume of this Documentary History.

§ Neither this, nor the other, Macdonald University Bill, introduced to the House of Assembly, reached a second reading, owing to causes which were explained by the Honourable (afterwards Sir) John A. Macdonald, in withdrawing the Bills on the 26th of July, 1847 ; and also in the extracts from his Biographies, which are given in Chapter III of this Volume.

TEXT OF THE MACDONALD KING'S COLLEGE AMENDMENT BILLS OF 1847.

BILL: AN ACT TO REPEAL A CERTAIN ACT THEREIN MENTIONED, AND TO ALTER AND AMEND THE CHARTER OF THE UNIVERSITY OF KING'S COLLEGE.

Preamble.

WHEREAS it is expedient to restore to the University of King's College its original Charter, under the Letters Patent issued by His late Majesty, King George the Fourth, bearing date at Westminster, the Fifteenth day of March, in the Eighth Year of His Majesty's Reign, with certain exceptions therein, and, for that purpose, to repeal a certain Act of the Parliament of the Province of Upper Canada, passed in the Seventh Year of the Reign of His late Majesty, King William the Fourth, in 1837, and intituled:—"An Act to Amend the Charter of the University of King's College;"—*

Be it therefore enacted, etcetera; and it is hereby enacted—by the authority of the same, That the said Act be, and the same is, hereby repealed.

Members of Convocation.

II. *And be it enacted*, That, for and notwithstanding anything in the said Charter contained, the Chancellor and President of the said College shall be, from time to time, as vacancies shall occur, selected by the Convocation of the said College, by a majority of the votes of such Convocation, at any lawful Meeting of such Convocation;

Proviso. Condition.

Provided always, That the said Chancellor and President shall be Members of the Church of England, and shall severally subscribe the Thirty-nine Articles of Religion, as declared and set forth in the Book of Common Prayer, before entering upon any of the duties of their respective Offices.

The Honourable Mr. Macdonald accordingly presented the said Bill to the House, and the same was received and read for the first time; and ordered to be read a second time on Tuesday next. On motion it was further ordered, That the Honourable John A. Macdonald have leave to bring in a Bill "To incorporate The University Endowment Board, and to vest certain Estates therein, and for Other Purposes therein mentioned."

The original text of this Bill is as follows:—

BILL: AN ACT TO INCORPORATE "THE UNIVERSITY ENDOWMENT BOARD," AND TO VEST CERTAIN ESTIMATES THEREIN, AND FOR OTHER PURPOSES THEREIN MENTIONED.

Preamble.

WHEREAS—the Endowment conferred by the Crown on King's College, Toronto, was originally designed for the purpose of General Education within the Province of Upper Canada;

AND WHEREAS, for the more general extension thereof, and for facilitating the instruction of the youth of this Province in the various branches of Science and Literature, it is expedient to alter the disposition of the said Endowment;

Be it therefore enacted, etcetera, and it is hereby enacted by the authority of the same,

Endowment Board appointed.

I. That, immediately after the passing of this Act, it shall, and may, be lawful for the Governor, or Person administering the Government of this Province, to appoint one proper person, and, for "King's College," "Queen's College," "Victoria College," and "The College of Regiopolis," severally, to appoint one proper person; and that such five persons so appointed, as aforesaid, shall be, and the same are hereby ordained, constituted and declared to be a body corporate and politic in fact, and by and under the name of "The University Endowment Board," and shall have perpetual succession and a Common Seal, with power to change, alter, or make anew, the same, and shall, and may, by the name aforesaid, contract and contracted with, sue and be sued, implead and be impleaded, answer and be answered unto, in all Courts and places whatsoever, and by, and under, the name aforesaid, shall be able and capable in law, of acquiring, taking, having, holding and enjoying, by gift, grant, conveyance, devise, bequest, or otherwise, to them and their successors, any estate real or personal, to and for the use of the said Board, or to, for, or in trust for any other use and purpose whatsoever, and of letting, leasing, selling, conveying, or otherwise disposing, thereof, from time to time, as they may deem necessary or expedient.

Acquire and hold property.

* A copy of the Charter of King's College is inserted on pages 222-225 of the First Volume, and a copy of the Amending Act of 1837, will be found on pages 88, 89 of the Third Volume, of this Documentary History.

II. *And be it enacted*, That it shall and may be lawful for the Governor, and for the said four Colleges, from time to time, and at their discretion severally, to remove the persons respectively appointed by them as aforesaid, and to appoint others in their stead, and, in case of death, to appoint a successor, or successors; and that the person so, from time to time, appointed by the Governor, shall be *ex-officio* Chairman of the said Board.

Appointment of Successors.

Chairman.

III. *And be it enacted*, That within calendar months after the passing of this Act, the Members of the Board shall meet for the purpose of organization and for the transaction of business, at the City of Toronto, after one month's notice of such meeting being given in the Canada Gazette by the Chairman; that not less than two Members with the Chairman shall then, or at any time, be a quorum for the transaction of business; and, that the said Board shall, after the said first Meeting, meet at such places within Upper Canada, and at such times as they may appoint, provided that the said Board shall meet at least once in every months.

Meeting of Board.

Quorum.

IV. *And be it enacted*, That from and after the passing of this Act, all and every the Lands and other Real Estate and Effects heretofore granted by the Crown to the said University of King's College, by the name and style of "The Chancellor, President and Scholars of King's College, at York, in the Province of Upper Canada," or by any other name, or style, and all Monies, Debentures, and Securities for money, of what nature, or kind, soever, arising from the sale, or rental, of any Lands so granted, as aforesaid, or purchased, procured, or taken by, for, or through, the means of any such Lands, or any sale, or leasing, thereof, or for the security of any debt due to the said University of King's College, now in the possession of the said University of King's College, or to which the said University of King's College is legally, or equitably, entitled, shall be, and the same are hereby, declared to be vested in, and the property of, the said "University Endowment Board"; always excepting therefrom, the tract and parcel of Land in Toronto, whereon the University Building has been lately erected, and the Lands, Grounds, and Premises belonging, or attached thereto, together with the said Building and all and singular the Avenues Ways, Privileges and Appurtenances unto the said tract of Land belonging, or in any wise appertaining, and also excepting all Books, Maps, Plans, Philosophical Apparatus and Instruments, now in the possession of the Chancellor, President and Scholars of King's College, which tract, or parcel, of Land, Building and Premises, with the Appurtenances, and every part and parcel thereof, together with the said Books, Maps, Plans, Philosophical Apparatus and Instruments, shall be, remain and continue vested in the said Chancellor, President and Scholars of King's College.

Present Endowment of King's College to vest in the Board.

University site excepted.

Also Books, Apparatus, etc.

V. *And be it enacted*, That all debts due to the Chancellor, President and Scholars of King's College at York, in the Province of Upper Canada, shall be transferred, and become due, to the said University Endowment Board; and, that the said University Endowment Board shall have the same power to sue for and collect and recover the same, and to bring any actions, or suits, whatever, in respect of all, or any of, the aforesaid Property, Estate and Effects, or any Contract, Lease, or Agreement, relative thereto, in their own corporate name, in like manner as if such debt had been incurred to, or such Property, Estate and Effects had originally belonged to, or such Contract, Lease, or Agreement, had been made by, and with, the said University Endowment Board, and to the same purpose and effect as if such action, or suit, had been brought in the name of "The Chancellor, President and Scholars of King's College, at York, in the Province of Upper Canada."

Debts due transferred.

Also Estate, Effects, etc.

VI. *And be it enacted*, That all debts and liabilities, Covenants, Contracts, and Agreements entered into and incurred by the Chancellor, President and Scholars of King's College, at York, in Upper Canada, shall be paid, discharged, fulfilled, and performed, by The University Endowment Board, and that The University Endowment Board shall be liable to any suit, action, or proceeding, on account of any such Debt, Liability, Covenant, Contract, or Agreement, which could, or might, have been brought against the said Chancellor, President and Scholars of King's College, at York, in Upper Canada, in respect of any such Debt, Liability, Covenant, Contract, or Agreement.

Debts of King's College assumed.

Liability of Endowment Board.

VII. *And be it enacted*, That nothing in this Act contained shall be held, or construed, to entitle the University Endowment Board to any other Lands, Real Estate, Property and Effects now belonging to, or held by, or in trust, for the Chancellor, President and Scholars of King's College at York in Upper Canada, than what is set forth in the fourth and fifth Sections of this Act.

Restriction as to Property to be assumed.

Annual Grants to Colleges in existence. VIII. And be it enacted, That on the _____ day of _____, in each and every year, after the passing of this Act, the said Board shall pay to King's College the sum of [£3,000=\$12,000], to Queen's College the sum of [£1,500=\$6,000], to Victoria College the sum of £1,500=\$6,000], and to the College of Regiopolis the sum of [£1,500=\$6,000].

Rebate, in case of insufficiency of income. IX. And be it enacted, That, if the rents received by the said Board and the interest annually accruing on the proceeds of the sales of Lands, and the Dividends received on the Debentures, Stocks and other Investments made and held by the said Board, shall, during any year, be insufficient to pay the said sums to the said several Colleges, then, and in such case, the Board shall, for that year, make a rateable deduction from the payments, so to be made to the said several Colleges.

Certain balance to go to Grammar Schools. X. And be it enacted, That after making the said annual payments to the Colleges, the Board shall, out of any surplus Rents, Interest and Dividends, that may remain, annually pay to the Receiver General of the Province of Canada, for the benefit of the Grammar Schools in Upper Canada, the sum of £ _____ currency; and in case the surplus shall not amount to the said sum, then the whole of the said surplus shall be paid to the Receiver General, for the purposes aforesaid.

Surplus to go to the Receiver General for future Colleges. XI. And be it enacted, That, after payment of the said sums to the said several Colleges, and to the Receiver General, any surplus that may remain of the said Rents, Interest and Dividends, shall be invested by the said Board in Provincial Debentures bearing six per cent. interest; and the Dividends, from time to time, accruing on such Debentures shall, in like manner, be invested, until the same shall be appropriated by the Legislature for the endowment of any College, or Colleges, that may hereafter be incorporated within Upper Canada, or for the purposes of General Education within the same, in such manner as to the Legislature may hereafter seem expedient.*

Mr. Macdonald then presented the said Bill to the House, and the same was received and read for the first time; and ordered to be read a second time on Tuesday next.

SPEECH OF THE HONOURABLE JOHN A. MACDONALD ON THE UNIVERSITY QUESTION

In introducing these two Bills, relating to the University of King's College the Honourable John A. Macdonald gave the following as his reasons, and those of the Government, for thus dealing with this important and difficult question.†

Mr. Macdonald said: "At an early date, (1798) out of the Crown Lands of the Province [the Provincial] Government—[on the Report of a Committee, consisting of the Executive Council, Judges and Law Officers of the Crown in Upper Canada, upon the authority of the Duke of Portland's Despatch of the 4th of November, 1797,]—set apart a large amount of 500,000 acres for District [Grammar] School and [University] Instruction; but the intentions of the Government of that day, in this respect, were not carried out. The [Provincial] Government [in 1828] set apart half [225,944 acres] of the best of these Lands for the support of a University, which obtained its Charter [in 1827] under the name of King's College. Afterwards, [in 1837] the Charter was amended, for the purpose of liberalizing it, as the former Charter was strongly objected to, on the grounds that the College would be altogether too exclusive; but, instead of healing the rancorous feeling that was then exhibited, it has been made the subject of religious discussion, and all parties are now loudly demanding a settlement of the Question. Several attempts had been made to settle it: but they have all failed, because the schemes that were proposed did not come home to the people: and the people had no interest in them. The Government were now prepared to propose a Measure, which, he hoped would meet the assent of all parties.

* For various particulars relating to these two University Bills of 1847 see the Extract from the "Memoirs of the Right Honourable Sir John Alexander Macdonald," by Mr. Joseph Pope, and also from the "Life of the Right Honourable Sir John A. Macdonald," by Lieutenant-Colonel J. Pennington Macpherson in Chapter III. of this Volume. Permission has been kindly given to the Editor by the two authors of these Works to insert such extracts in this Volume.

† By permission of Lieutenant-Colonel J. Pennington Macpherson, this copy of Mr. John A. Macdonald's speech on the University Question is taken, with additions and emendations, from the "Life of the Right Honourable Sir John A. Macdonald," by that Gentleman. Sir John was, in 1847, Receiver General.

OUTLINE OF THE PROPOSED MACDONALD UNIVERSITY MEASURE OF 1847.

The amended Charter of King's College was to be taken away, and the original one restored : and then the Endowment was to extend to the people of Canada, and be the means of educating their children in a respectable manner, so that they may be able to enter into most of the professions,—perhaps all the occupations of life. Out of the University Endowment it was intended to endow one Grammar School in each Municipal District, which would give to the youth of the Province a liberal and sound education. King's College afforded education to all classes ; but most of the sects were dissatisfied with it ; the Roman Catholics were excluded from participation in the Endowment, and they were dissatisfied ; the Methodists were dissatisfied, as were also the Presbyterians, and for the same reason.

He believed that the only way, amicably, to settle the Question, was to divide the Endowment ; and yet, in the division, particular attention was to be paid to the claims of the Church of England, for they have just and equitable claims. It was, therefore, proposed that King's College should be an Episcopal Institution, like Oxford, or Cambridge, for, if this were not done, they would be in a worse position than they were before.

Some immaterial alterations were to be made in the original Charter ; the Endowment is to be vested in a Board of five Trustees, one to be named by the Crown, and one by each of the other Colleges, videlicet :—King's, Queen's, Victoria, and Regiopolis.

THE ENDOWMENT AND ITS PROPOSED DIVISION AMONG THE FOUR COLLEGES OF THE UNIVERSITY.

The present annual value of the Endowment might be calculated at £10,000 per annum, the last return was £9,200,) and it was constantly increasing.

Out of this, a sum of £3,000 per annum, along with the College Buildings and Grounds, were to be given to King's College ;* to each of the other three Colleges the sum of £1,500 was to be paid. This would make up the sum of £7,500.

GRANT OF THE BALANCE, (OF £2,500,) TO BE GIVEN TO DISTRICT GRAMMAR SCHOOLS.

The balance of £2,500, was to be divided among the different Municipal Districts of Upper Canada for the support of one Grammar School in each. This, added to the sum of £100 now paid to each Grammar School annually, out of the Consolidated Revenue Fund, would make up the sum of £225 for each District Grammar School.

Injustice had been done to the School Endowment, which was so munificently made for their support, and, in accordance therefore, with their promise made in 1835,† the Government would, acre for acre, give the best and most available Lands of the Crown, in lieu of those which were at present situated in the remote parts of the Province. This, it is calculated, will make the amount for each Grammar School about £350 per annum—to which is to be added about £150 for tuition fees, making the sum of £500 per annum as income. This would allow £200 to a Grammar School Principal, and two Masters at £150 each, or three at £100. The sum of £500 would also be granted to each District Grammar School that should raise the sum of £250 for the erection of a Grammar School Building.

MODEL AGRICULTURAL FARMS TO BE ATTACHED TO EACH GRAMMAR SCHOOL.

To be attached to each District Grammar School, there is to be a Model Agricultural Farm, with a practical Farmer as Master—the property of each Farm is to be invested in a Board of Trustees.

The surplus revenue of the University, over and above £10,000, is to be placed at the disposal of the Legislature for the purposes of General Education, or the endowment of any other Colleges, which may arise in Upper Canada.

This was the project which the Government now proposed for the settlement of the University Question, and he thought it was the only manner in which that question could be settled with a proper regard for justice." *"Life of Sir John A. Macdonald," pages 108, 109 and 110 of Volume I*

* For the Episode connected with this proposed grant to King's College, see the Extract from the "Memoirs of Sir John A. Macdonald," by Joseph Pope, Esquire, in Chapter III of this Volume.

† See Message of Governor Colborne on page 169 of the Second Volume of this History.

THE HONOURABLE ROBERT BALDWIN'S REPLY TO MR. MACDONALD.

The Honourable Robert Baldwin, the author of the University Bill of 1843.* replied to the remarks of the Honourable John A. Macdonald, as follows :—

The honourable and learned Member from Kingston, (Mr. Macdonald) had complimented him (Mr. Baldwin) and his late Colleagues, for the University Bill of 1843, as it was as much theirs as his; also for the part they took in obtaining an endowment for Common Schools in Upper Canada;† he only regretted that such praise came associated with the enunciation of a scheme, so fatally, so diametrically, opposed to the spirit by which the late Ministry were actuated, as well in propounding the Measure referred to, as in all their other efforts for the advancement of the interest, the honour, and the rank of the Country. It had been among the early dreams of his boyhood, that the day would come when his Country would be blessed by an establishment, affording those high educational advantages, which he himself, as much as anyone, felt the want of, as well in the pursuit of his profession, as in the other several walks of life; time had rolled on, unsuccessful efforts were made, yet he had not despaired; now, however, the fatal blow was levelled, and by whom? Whence came the voice proclaiming the sacrilegious destruction of the noble Endowment of King's College? From those who had hitherto resisted all reform in the University establishment, under pretence that they wished to conserve it intact, and that they regarded all suggestions to remodel, or alter, the mere conduct of it, as an invasion of sacred rights, as amounting, in fact, to an attempt at spoliation; these were the men from whom the Bill now before the House emanated. Was it, or was it not, worthy of them? It was in vain the Honourable and learned Receiver General spread his feelers around, the Roman Catholics had been ministered to, so had the Presbyterians, the Methodists, and Grammar Schools were spoken of; this *ad captandum* was all well understood, and so was the phrase, "to settle the question;"—settling the question indeed, by sweeping the University from off the face of the earth, and giving the Country, in its stead, a few paltry Institutions, in none of which could there be any possible pretension to those attributes which it was the highest behest to a University to possess.

The honourable Member had been pleased to refer to the position which he, (Mr. Baldwin) may occupy in time to come, when the excitement and feeling of the present days shall have passed away; but he, (the Receiver-General) had chosen a course which would be felt and reprobated and execrated not by him (Mr. Baldwin) alone, not by those of the present day, so much, as by their children, their children's children, and by generations the most distant. He had been amazed by hearing the motion seconded by the learned Solicitor-General, (J. H. Cameron,)—that, above all, he had not expected; he had thought, if there was a man, who in reference to the Institution in question, stood on a pedestal, which could not be stricken from under him, it was his learned friend, (Mr. Cameron); but here, too, he had been deceived; the honourable gentleman, whom he so much esteemed and from whom he had expected so much, that was better, had declared himself, also, a party to the sacrilegious deed.

You may pass, (continued the Honourable Mr. Baldwin), your Municipal Bills, your Court Bills and the endless others; you may load your table with them, and then sweep them to another table, but of what importance are they? "A breath may make them, as a breath has made"; but enact the University Measure now before the House, put your final seal upon it, and what evil have you not done? What can compensate for it? I for one, will oppose the Bill most earnestly, and I care not what may follow; let it be the ruin of my popularity, or whatever it may, I am ready to meet it. I would make any sacrifice,—go cheerfully into private life, forego all other opposition to the University, and willingly leave it as it is, rather than be a party to the cruelly destructive scheme which the present Government has propounded.

But I cannot believe that the Country will approve of the Measure, that they will accept the mere shadows of good which are offered, in lieu of the grand and useful Institution which it was the bounty of England so richly to endow, and which it should be their glory, as Canadians, to preserve. No; the honest yeomanry of the Country will not believe that their children and descendants, in all time to come, are merely destined to acquire a knowledge of grammar, and other rudiments of education. They are not thus to be told of education; they are not to be told that the only chance which they have of fitting themselves to meet, on equal ground, the polished sons of England, France, and other Lands, is to be ruthlessly taken from them.

* The text of Mr. Baldwin's University Bill of 1843 will be found on pages 67-87 of the Fifth Volume of this Documentary History.

†The peculiar circumstances under which this "endowment for Common Schools" are fully narrated on page 159, 160 of the Fourth Volume of this Documentary History.

If, however, my Countrymen are so ignorant, as not to know and feel the interest they have in resisting this Measure ; if they will be drawn away by the clap-trap that has been raised, be it so ; I will be no party to it ; if I am to be sacrificed, if the time has come for me to withdraw from the public scene, I am willing ; there could be no more noble opportunity, I am ready to bow my head to any decree rather than to assent to, or in any way countenance, the destruction in this way of so noble an Institution as King's College.

PERSONAL EXPLANATIONS BY THE HONOURABLE WILLIAM HENRY DRAPER.*

The Honourable William H. Draper, under whose auspices, as Attorney-General, the University Bills of 1845 and 1846 had been laid before the House of Assembly, then explained the causes which had reluctantly compelled him to abandon these Bills. He said :—

I had to contend with this very difficult University Question, which, when I took office, was always present to my mind,—I mean the question of King's College.

With reference to that, I was, and am, under certain obligations, which I do not underrate ; but, placed as I am at this moment, I may speak of that which has hitherto tied my hands.

I may appeal to honourable gentlemen on this side of the house,—aye, and to some on the other side, also ; whether, when that Measure was introduced, I had not a clear prospect of being able to carry it ; whether, I had not every reason to believe that I should have the support of the greater part of the House. I appeal to the honourable member for Sandwich if that be not so.

(Colonel Prince :—I complain that you did not try to carry it.)

(Mr. Draper) “ Well, the past is gone. As far as I am concerned, the question has no further consequence, than, as I desire, to vindicate myself from suspicion, when I affirm that I consulted my party friends, and had sufficient reason to think I should be able to carry out my Measure. I am not here to assail others, nor to cast doubt upon their motives, nor to make my last speech in this House the means of embittering political prejudices. But, I appeal to my friends around me : because I brought in those University Bills with a conviction, that I had so shaped them as to be certain of carrying them—yet I find no fault—the time has gone by for that—I find no fault with those who made me relinquish the Measures. That is my answer to those who have, on account of this University Measure, held me up to reproach, as a man who would yield to every principle for the sake of salary and office.”

July 9th, 1847, (continued) : On motion it was—

Ordered, That the Honourable John A. Macdonald have leave to bring in a Bill to Amend and Consolidate the Laws relating to Grammar Schools in Upper Canada, and for other purposes therein mentioned. He accordingly presented the said Bill to the House as follows, and the same was received and read for the first time, and ordered for a second reading on Tuesday next.

TEXT OF THE PROPOSED GRAMMAR SCHOOL AMENDMENT BILL OF 1847.†

BILL : AN ACT TO AMEND AND CONSOLIDATE THE LAWS RELATING TO GRAMMAR SCHOOLS IN UPPER CANADA, AND FOR OTHER PURPOSES THEREIN MENTIONED.

WHEREAS it is very desirable to afford every encouragement to the advance-Preamble.
ment of Education throughout the Province ;

And Whereas his late Most Gracious Majesty King George the Third, was pleased [in 1797] to direct that a quantity of the waste Lands of the Crown should be set apart for the support of Grammar Schools within Upper Canada ;

And Whereas large portions of the said Lands were, by the Crown, taken from the said School Endowment and granted to individuals,‡ and other, and less valuable, Lands substituted as School Lands, therefor :

And Whereas, by a Message from the then Lieutenant Governor, [Sir John Colborne], of the late Province of Upper Canada, bearing date the eighteenth day of March, Eighteen Hundred and Thirty Five,§ to the House of Assembly of the

Sir J. Colborne's Message, 18th March, 1835.

*For Mr. Draper's remarks, in withdrawing the University Bills of 1846, see page 52 of the Sixth Volume of this Documentary History.

†This Bill was not proceeded with. It was withdrawn on the 26th of July, 1847, as parts of it were dependent on the University Bills withdrawn on the same day. See Educational Proceedings of the House of Assembly of that date, on page 20.

‡For Memorandum of “ Lands granted to individuals,” see Tables on pages 102-104 of the Second Volume of this Documentary History, etcetera.

§ A copy of this Message will be found on pages 168, 169 of the Second Volume of this History.

**School Lands
Exchange.**

said late Province, the Royal Assent was given for the said substituted Lands to be resumed, by the Crown, and for the said Lieutenant Governor to select Lands more advantageously situated from the settled Townships in Upper Canada in lieu thereof ;

And Whereas it is desirable to carry the said exchange of Lands into immediate effect ;

And Whereas the Advancement of Education will be promoted by devoting a portion of the annual revenues of such Waste Lands to the support of Grammar Schools ;

And Whereas it is expedient to consolidate and amend the Laws relating to Grammar Schools in Upper Canada ;—Be it therefore enacted, etcetera :

**Grammar
School Act of
U. C. 1807.**

Act of U. C.
59th Geo. III,
ch. iv.

Grammar
School Act
of 1819.

Grammar
School Lands

Act of 1841.

Any Acts
inconsistent
with this Act
repealed.

Exception.
A Grammar
School to be
established in
each District
in U. C.

Board of Trus-
tees appointed
in each
District.

Exception.

Who are
Members.
Quorum.

Duties of
such Board.

Site for
School

Teachers.

Examination.

Warrants.

Rules and
Regulations.

Minutes and
Reports.

I. *And it is hereby enacted* by the authority of the same, That the Act of Parliament of Upper Canada, passed in the Forty-Seventh year of the Reign of His Late Majesty King George the Third, Chapter Six and intituled: "An Act to Establish Public Schools in each and every District of this Province,"* and the Act of the said Parliament, passed in the Fifty-Ninth year of the Reign of His said late Majesty, Chapter Four, intituled: "An Act to Repeal part of, and to amend the Laws now in force, for Establishing Public Schools in the several Districts of this Province, and to Extend the Provisions of the same ;"—and the Act of Parliament of this Province, passed in the Session held in the Fourth and Fifth years of the Reign of Her Majesty, Queen Victoria, Chapter Fourteen, intituled: "An Act to make Temporary Provision for the Appropriation of the Funds derived from the sale of School Lands in that part of the Province formerly Upper Canada, and for Other Purposes,† together with all other Acts, or parts of Acts, in any way contrary, or repugnant, to this Act, or any part thereof, shall be, and the same are hereby, repealed ;—except as far as the said Acts, or any of them, or anything therein contained, repeal any former Act, or Acts, or any part thereof ; and all and every such said Act, or Acts, or any part thereof, so repealed, shall remain, and continue so, repealed to all intents and purposes whatsoever.

II. *And be it enacted*, That there shall be one District Grammar School in each and every District of Upper Canada ; that the same shall be, and are hereby, declared to be Grammar Schools, as contemplated by His Late Majesty King George the Third, at the time the reservation of Land was directed to be made as afore-said ; and that the same shall be severally opened and kept in the District, or Capital Town of each District, and at such place, within the same, as the Trustees, or the majority of them, may, from time to time, appoint.

III. *And be it enacted*, That there shall be constituted and appointed a Board of Trustees for each and every District Grammar School in the several Districts, of Upper Canada,—except the Home District,—consisting of five Members, one to be appointed by the Governor, two to be annually selected by the Municipal Council of each District from their own Body, who, together with the Warden of the District, and Judge of the District Court, for the time being, shall form the Board,—three of whom shall form a quorum ; and that the Judge of the District Court shall be the Chairman of the said Board.

IV. *And be it enacted*, That the duties of the said Board shall be : to acquire a site for the District Grammar School in their District ;—to agree with, and appoint, a Principal, and such other Teachers, (including an Agricultural Teacher, as hereinafter mentioned,) as they deem expedient ; and to remove such Principal, Teacher, or any, or either, of them, when they shall find just cause for so doing ;—to hold annually a Public Examination of their District Grammar School previous to the usual Annual Vacation, at which they, or a majority of them, shall assist ; to grant Warrants, from time to time, upon the Receiver General, for such sums of money as may be appropriated, as is hereinafter mentioned, for paying the Principal and Teachers of the District Grammar School ;

Provided Always, that such Warrants shall be signed by the Chairman and two of the Trustees ; to establish General Rules for the management of the School, and to communicate them in writing to the Principal for the time being ; to record and preserve in a Book, to be provided for that purpose, the Proceedings of each Meeting, and to report all their Proceedings annually, on the day of to the University Endowment Board.

* This Act is inserted on pages 148-150 of the First Volume of this Documentary History.

* The Act will be found on pages 60, 61 of the same Volume.

† For this Act, see pages 55, 56 of the Fourth Volume of this History.

V. *And be it enacted*, That it shall, and may, be lawful for the Governor of this Province, by and with the advice and consent of the Executive Council, to resume to the Crown such School Lands as may still remain unalienated, and to appropriate and set apart, in lieu thereof, as School Lands, from among the Crown Lands in the settled Townships of Upper Canada, as many acres as may be so resumed; and, in case a sufficient quantity of available Lands cannot be obtained in the said Townships, then it shall, and may, be lawful for the Governor, with the advice and consent, as aforesaid, to appropriate and set apart, as School Lands, as many unsettled Townships, or parts of unsettled Townships, as may be considered most fit for immediate settlement, and as may be required for the purpose aforesaid.

School Lands unalienated may be exchanged for others in Settled Townships, or in unsettled Townships.

VI. *And be it enacted*, That after the monies arising from the sales of the School Lands, now remaining in the Receiver General's hands unexpended, or which may come into his hands, applicable to the purposes of this Act, shall be invested in the Debentures of that part of this Province heretofore Upper Canada, at six per centum interest; and the annual interests, or rents thereof, shall form part of the Grammar School Fund hereinafter mentioned.

Investment of monies arising from School lands. Grammar School Fund.

VII. *And be it enacted*, That, within three months after the passing of this Act, the Council of King's College, or their Bursar, or Treasurer, shall transfer and pay over to the Receiver General, as aforesaid, all Debentures unredeemed, and sums of money arising from unexpended arrears of interest, which may have accrued thereon, and be, at present, held under the Acts, hereby repealed, or any, or either of them, by the said Council, or Treasurer, on account of the proceeds of the sale of School Lands, as aforesaid, to be, by the said Receiver General, invested in Debentures, and the interests, and rents thereof, appropriated and distributed, as in this Act mentioned.

Council or Bursar of King's College to pay over to Grammar School Board all Grammar School Funds in their hands.

VIII. *And be it enacted*, That there shall be annually appropriated, out of the Consolidated Revenues of this Province, the sum of £100 currency, for each and every District of Upper Canada, for the maintenance of the said Grammar Schools.

Annual appropriation from Provincial Funds for each Grammar School £100. Grammar School Fund constituted.

IX. *And be it enacted*, That the said sums, so appropriated from the Consolidated Revenue, together with any sums of money that may be paid to the Receiver General, for Grammar School purposes by "The University Endowment Board," under Section Seven and Eight of this Act, and the interests of rents accruing from the School monies invested, as in section Six of this Act mentioned, shall form and constitute a "Grammar School Fund" for Upper Canada.

X. *And be it enacted*, That the said Grammar School Fund shall be appropriated and divided in manner, and in order, following:—

And how to be applied.

First,—To pay to the several Boards of Trustees such sum as may be annually appropriated by the Governor, with the advice and consent of the Executive Council, for the District Grammar School of each District, and the number of Teachers and Scholars in each School; Provided always, that a sum not exceeding (£500), nor less than (£200), shall be apportioned.

Annual appropriation for each District by Governor in Council. Proviso £500 £200.

Secondly,—To pay to each Grammar School Board, for the purpose of erecting a suitable School House, a sum not exceeding (£500), provided the inhabitants of the District shall, by subscription, raise half the sum so to be appropriated.

District Grammar School Houses £500. Proviso.

Thirdly,—To enable the Governor, with the advice and consent of the Executive Council, to authorize the establishment of as many additional Grammar Schools in each District, as the said Fund will permit; provided that not more than (£100) shall be given to each such School.

Additional Grammar Schools. Proviso. £100.

Fourthly,—To purchase, in the vicinity of the District Grammar School in each District, a lot of Land, not exceeding Two Hundred Acres, for the purpose of forming a Model Agricultural Farm, for the instruction of the scholars of the several District, and additional, Grammar Schools, in the Theory and Practice of Agriculture; and, on such purchase being made, to pay to the Agricultural Teacher, for the instruction of the said scholars, and the management and cultivation of the said Farm, an annual salary not exceeding —pounds, in addition to the profits arising from the said Farm.

Model Agricultural Farm 200 acres. Agricultural Teacher.

XI. *And be it enacted*, That the University Endowment Board shall have power and authority, and are hereby required, to regulate, for each Grammar School respectively, the Course of Study to be followed in such School, and the Books to be used therein, and shall report the same to the Governor.

Agricultural Course of Study and Books to be prescribed.

Free education in certain Colleges to be granted as a reward for excellence at Grammar Schools.
Limit six Scholars.

XII. *And be it enacted*, That, as a reward of merit, and an incentive to study, each Board of Grammar School Trustees are hereby authorized, every second year after the organization of the several District Grammar Schools, under this Act, at the Public Annual Examination, to give one scholar a Certificate of Merit, in such form as may be framed by the University Endowment Board, which Certificate shall entitle such meritorious Scholar to receive, and finish, his education,—either at King's, Queen's, Victoria, or Regiopolis, College, at his option, free from all tuition, or class, fees; provided that no College shall be obliged to educate at one time more than six such Scholars.

Upper Canada College to be the Grammar School of the Home District

XIII. *And be it enacted*, That Upper Canada College shall be deemed, and taken to be, the Grammar School of the Home District; and the internal arrangement and regulation of the said Upper Canada College, shall be under the control of a Board of five Members, to consist of the Principal of Upper Canada College, the Senior Master of Upper Canada College, the Judge of the Home District, the Chief Superintendent of Education for Upper Canada, and the Principal, or Head Master, of the Provincial Normal School; and three of the Members of the said Board shall form a quorum.

Principal to be appointed by the Governor.

XIV. *And be it enacted*, That it shall, and may, be lawful for the Governor in Council, from time to time, as vacancies shall occur, to appoint a fit and proper person to be Principal of Upper Canada College.

Board to appoint Masters and Tutors.
Proviso.

XV. *And be it enacted*, That the said Board of Upper Canada College, shall have power and authority, from time to time, as vacancies shall occur, to nominate fit and proper persons to be Masters, or Tutors, in the said Upper Canada College; Provided always, That every such nomination shall be subject to the approval of the Governor in Council.

Board may suspend Masters or Tutors.
Proviso.

XVI. *And be it enacted*, That it shall, and may, be lawful for the said Board to suspend, or to remove, any of the Masters, or Tutors, except the Principal, of the said Upper Canada College; Provided always that such suspension, or removal, shall be subject to the approval of the Governor in Council.

Accounts to be rendered to the Legislature yearly.

XVII. *And be it enacted*, That an account, in detail, of the sums received and expended, under the provisions of this Act, shall be rendered to the Governor, or Person administering the Government of this Province, annually, in order that the same may be laid before the Legislature within thirty days after the commencement of each Session.

Endowment of Upper Canada College to be managed by Endowment Board.

XVIII. *And be it enacted*, That the management and sale of School Lands and of the Endowment of Upper Canada College, shall be vested in the University Endowment Board, until further provision be made by the Legislature.

Commencement of Act.

XIX. *And be it enacted*, That this Act shall commence and take effect upon the day of next after the passing thereof.

July 12th, 1847. The Honourable Dominick Daly, one of Her Majesty's Executive Council, laid before the House, by Command of His Excellency the Governor-General, the Annual Reports of the Chief Superintendent of Schools for Upper Canada for the years 1845, 1846.

(NOTE. This Report is printed on pages 247-258 of Volume Six.)

The Order of the Day for the House in Committee on the Bill: "To Amend the Common School Act in Upper Canada," for 1846, being read; The House accordingly resolved itself into the said Committee, Mr. George Munro took the chair of the Committee; and after some time spent therein, Mr. Speaker resumed the Chair; And Mr. Munro reported that the Committee had gone through the Bill, and had made several amendments thereto. It was then ordered, That the report be received to-morrow.

July 13th, 1847. Mr. George Munro, from the Committee of the whole House on the Bill: "To Amend the Common School Act in Upper Canada," for 1846, reported, according to Order, the amendments made by the Committee to the said Bill; which amendments were again read at the Clerk's Table, and agreed to by the House. It was then ordered, That the said Bill, as amended, be engrossed.

July 14th, 1847.—An engrossed Bill "To Amend the Common School Act of Upper Canada," for 1846 was read for the third time. It was then—

Resolved, That the Bill do pass, and that the Title be: "An Act for Amending the Common School Act of Canada," (for 1846), It was ordered, That the Honourable John Hillyard Cameron, Solicitor General, (West,) do carry the said Bill to the Legislative Council, and desire their concurrence.

July 16th, 1847.—Pursuant to the Order of the Day, the following Petitions were read :—Of the Reverend Newton Bosworth, F.R.S., and others, Members of the Church and Congregation Meeting for Public Worship in the Baptist Chapel, Paris ; praying that the management of the University of King's College may be put upon a more equitable footing, and that no aid be given for Theological instruction out of the public funds ; also of the Reverend John M. Roger, A.M., Moderator, and others, Members of the Synod of the Presbyterian (Free) Church of Canada ; praying that all further proceedings on the Bill relative to the Charter of the University of King's College may be stayed until the next session of Parliament.

PETITION OF THE CANADA BAPTIST UNION AGAINST THE MACDONALD UNIVERSITY BILL.

July 19th, 1847.—Pursuant to the Order of the Day, the following Petition was read :—Of the Reverend J. M. Cramp, Chairman, on behalf of the Executive Committee of the Canada Baptist Union ; praying that the Endowment of the University of King's College may not be divided, and that no public aid be given to Theological Education and training.

NOTE. The following is a copy of the Petition from the Committee of the Canada Baptist Union against the Macdonald University Bill of 1847 (presented to the House on this day):—

To the Honourable, the Legislative Assembly of the Province of Canada, in Parliament Assembled.—

The humble Petition of the Executive Committee of the Canada Baptist Union,—(comprising upwards of Sixty Congregations),

Sheweth :—

That the proposal to divide the Endowment of King's College, Toronto, contained in the Bills now before your Honourable House, is regarded by your Petitioners as unjust in itself, and injurious to the interests of education, in this Province :—

That among the numerous objections which may be urged against these measures the following appear to your Petitioners, to be entitled to special consideration, videlicet :—

1.—The disproportionate share allotted to the Church of England, very far exceeding its just claims, even if the propriety of dividing the Endowment were admitted ;—

2.—The unfairness of the appropriation, which, being confined to four Religious Denominations, withholds provision from nearly one-half of the population of Upper Canada.—

3.—The insufficiency of the proposed separate Endowments to secure the desired object, since the incomes of the Colleges thus endowed, will be too small to enable their Managers to obtain such Professors, and make such arrangements as will be desirable, should no Provincial University be established :—

4.—The injustice to other Institutions of a similar kind, which, being unaided, will be compelled to compete with the endowed Colleges under very disadvantageous circumstances :—

5.—The great desirableness and importance of having at least one Public Institution in the Province, to which youths of all Denominations may repair, and where they may pursue their studies together, form mutual friendships, and learn to exercise forbearance and charity, in regard to conscientious differences of opinion ;—

6.—The well-known fact, that the people of Upper Canada have most perseveringly sought, for many years, and in the face of great discouragements, and difficulties, the establishment of a Provincial University on a liberal basis, and, to that end, the removal of those restrictions and exclusive enactments which have, hitherto, existed in King's College ;—

7.—The improbability that, by passing these Bills, the question will be finally settled ; on the contrary, fresh fuel will be added to the fire of discord, and the Country will continue to be convulsed with agitation and strife on this question :—

In addition to the foregoing reasons, your Petitioners beg leave to state to your Honourable House, that the Colleges, among which it is proposed to divide the Endowment, are partly established for the purpose of educating Candidates for the Christian Ministry, in the Denominations to which they belong ; and that, consequently, should these Bills pass, the public money will be expended in support of sectarian, Religious, Instruction ;—Against such an appropriation your Petitioners respectfully, but firmly, protest because, it is in itself, essentially unjust,—being inconsistent with religious equality, and involving the principle of an Ecclesiastical Establishment, to which your Petitioners are decidedly opposed, for they are convinced that the

alliance of Church and State, in any form, and to any extent, is incompatible with the spirit and precepts of Christianity, injurious to the interests of Religion, and highly detrimental to civil freedom,—as all history shows—

Your Petitioners, therefore, humbly entreat your Honourable House that the Endowment of the University of King's College, Toronto, may not be divided ; that the said University may, at length, become the University of Upper Canada, devoted to instruction in Literature, Science and Art ; and that Theological Instruction and training may, in no case, be provided at the public expense. And your Petitioners will ever pray—

J. M. CRAMP, Chairman.

July, 1847.

July 21st, 1847.—Pursuant to the Order of the Day, the following Petitions were read :—

Of the Reverend John Armour, and others, Ministers and Delegates of the Congregational Churches of Canada West ; praying that no division be made of the Endowment of the University of King's College, and that the said University be open to all, without reference to Denominational peculiarities.

Of Mr. F. W. Barron, the Principal, and Masters of Upper Canada College, and others, praying that the privileges hitherto enjoyed by the said College may be continued to it, and that its means of operation may be extended.

Of Messieurs John Cronyn and Hugh Carfrae, President and Secretary of a Meeting of the Medical Students of King's College ; praying that no alteration may be made in the Medical School of King's College University.

Of Mr. D. M. Selee and others, of the District of Johnstown ; praying that the Bills relating to the University of King's College may not pass, but that the said University be opened to all classes without restriction.

INHABITANTS OF TORONTO PETITION AGAINST THE MACDONALD UNIVERSITY BILLS OF 1847.

Of Mr. M. T. O'Brien* and others, of the City of Toronto ; praying that the proposed Bill relating to the Endowment of the University of King's College may not be passed, and that measures be adopted to secure the said Endowment from mismanagement.

(NOTE.—The following is a copy of this Petition, against the Macdonald University Bills of 1847, presented to the House on this day :—

To the Honourable the Legislative Assembly of the Province of Canada :

The Petition of certain Inhabitants of the City of Toronto :

Humbly Sheweth :—

1. That your Petitioners have heard, with deep sorrow and alarm, that a Bill has been prepared and introduced into your Honourable House by Her Majesty's Government, whereby it is proposed to partition the Endowment of the University of King's College among a few [Four] of the leading Religious Denominations of this Province.†

2. That, while your Petitioners regard this Measure as an attempt to deprive the people of Canada of an Institution which, if established on just and comprehensive principles, would confer incalculable benefits on the community by advancing their social welfare, and diffusing among them the blessings of a complete and generous education, they must, at the same time, express their regret that a Measure of such vast importance, and so destructive of the dearest and most sacred rights of the Canadian people and their posterity, should have been suddenly introduced, at the close of the Parliamentary Session, without notice of its objects and intentions, and without an opportunity being afforded to the people of giving expression to their views and sentiments, for the information and guidance of their Representatives.

* This name is incorrect. It should be Mr. Martin J. O. Bierne. See similar Petition presented to the Legislative Council by Mr. Bierne, on the 19th of July, 1847.

† The *Christian Guardian* of the 21st of July, 1847, in referring to this Petition, says :—"The first sentence of this petition contains a serious misstatement. It says, that by the University Bill 'it is proposed to partition the Endowment of the University of King's College among a few of the leading Denominations of this Province.' Now the Bill proposes the partition of only one *half* of the Endowment of King's College to existing Denominational Colleges, and leaves one third of the entire Endowment for the future Colleges of other Denominations. The Bill also proposes to apply a large portion of the endowment to District Grammar Schools. These facts contradict the very first statement of the Petition referred to."

3. That your Petitioners are exceedingly desirous that ample means should be placed at the disposal of the Legislature for the endowment of Grammar Schools in the several Districts of the Province; but they are of opinion that this object can be safely and wisely accomplished, without interfering with the University Endowment,—the income from which has hitherto proved inadequate for the University itself, even under a very partial and restricted operation, and must, if frittered away, in the manner proposed, deprive the people of Canada of all hope of ever having an University worthy of the high station which this Province seems destined to occupy, and of their relation to that Country, from which they derive their origin, and in their connection with which they feel their highest pride and satisfaction.

4. That your Petitioners are further of opinion that if this valuable Endowment shall be partitioned and disposed of in the manner proposed by the Bill now before your Honourable House, the worst evils may be apprehended to Upper Canada from the establishment and maintenance out of a public fund of rival Seminaries under sectarian management, whose direct tendency must be to perpetuate religious and political animosities,—to estrange the youth of this Province from each other, to raise up lines of division by which a free and unreserved intercourse between the various classes of the community will be restrained, and to repress that generous emulation and united and patriotic ardour, which would afford the best security to the Country in times of difficulty and danger.

5. That, while your Petitioners feel warmly opposed to the annihilation of the Provincial University, they are desirous of seeing it established on a broad and permanent basis, adapted to the circumstances of the Country, and in harmony with the sentiments and interests of its varied population.

6. That, in order to the effectual realization of this object, your Petitioners are of opinion that the funds of King's College ought, on no account, to be partitioned, but kept entire, and applied exclusively to the endowment of a University, or College, of Literature, Science and Art; that there should be no Theological Chair in the University; that no Tests should be imposed, either on Professors, or on students, and that the patronage of the Professors' Chairs, and the whole management of the Estate of King's College should be vested in a Separate Body, (distinct from the Members of the Faculty, or other paid Officers within the College,) who should report annually to the Colonial Legislature.

7. That your Petitioners are further of opinion, that Chairs should be established in the University which may promote the Agricultural, Economical, and Commercial Education of the youth of this Province.

8. That your Petitioners conceive that an Institution established on such principles, and assisted and supplied by Upper Canada College, as a Grammar School of the higher class, under the control of the managing Body of the University, would tend greatly to advance the educational progress, and to elevate the social position of this great and growing community.

9. That, in seeking a reform of the University adapted, to the circumstances of the Country, and to the wants and wishes of the people, your Petitioners have ever maintained the inviolability of the Endowment, and its strict application to the purposes for which it was originally intended,—namely, the maintenance of one great Provincial Institution for the Education of all Classes and Denominations of the people;* and your Petitioners cannot comprehend upon what possible grounds those who now propose to partition this munificent endowment, and to divert it to sectarian objects, can palliate so flagrant a subversion of the designs and intentions of its Royal Donor.

10. Your Petitioners, therefore, beseech your Honourable House to interpose and prevent the act of spoliation contemplated by the proposed Bill—a Measure which involves the ruin of the Endowment, as well as the annihilation of the University: and which, if carried into effect, will deprive this Country of one of the best guarantees for the growth and permanence of true British feelings amongst its inhabitants.

*This statement is not correct. The Royal Grant was made in 1797, as stated in the Colonial Secretary's Despatch of the 4th of November of that year, for two distinct purposes,—not one—videlicet: “*First*, for the establishment of Free Grammar Schools in the Districts in which they were called for; “*Secondly*, In due course of time, for establishing other Seminaries of a larger and more comprehensive nature, for the promotion of Religious and moral training, and the Study of the Arts and Sciences.”

The Legislature in 1797 asked that the Grant be made for “a College, or University” and Grammar Schools; but the Grant was not so made, but was made for Grammar Schools and “other Seminaries,” (not Seminary,) of a larger and more comprehensive nature.”

11. And your Petitioners further implore your Honourable House to pass such Measures as to your Honourable House will appear sufficient to protect the Endowment from mismanagement, and to secure its application to the purposes of an Institution to be established and conducted in accordance with the views set forth by your Petitioners.

And your Petitioners will ever pray,

M. T. O'BRIENT,* on behalf of the Petitioners.

TORONTO, July, 1847.

July 21st, 1847 (continued).—The Honourable William Hamilton Merritt moved to resolve, seconded by Mr. John Prince,

1. That it is expedient that the Second Section of the Act : 4th and 5th Victoria, Chapter XVIII, passed in 1841,† should be carried into effect with the least possible delay ; which section enacts :—

“ That for the Establishment, Support and Maintenance of Common Schools in each and every Township and Parish in this Province, there shall be established a permanent fund which shall consist of all such Monies as may accrue from the selling or leasing of any Lands which, by the Legislature of this Province, or other competent authority, may hereafter be granted and set apart for the Establishment, Maintenance and support of Common Schools in this Province, and of such other Monies as are hereafter mentioned ; and that all such Monies as shall arise from the sale of any such Lands, or Estates, and certain other monies hereinafter mentioned, shall be invested in safe and profitable Securities in this Province ; and the interest of all Monies so invested, and the rents, issues and profits arising from such Lands, or Estates, as shall be leased, or otherwise disposed of, without alienating, shall be annually applied in the manner hereinafter provided, to the Support and Encouragement of Common Schools.”‡

2. That, from information in the possession of this House, it appears there were purchased from sundry Indian Tribes videlicet : on the—

	<i>Acres.</i>
17th of October, 1818, from the Chippawas of Lakes Huron and Simcoe	1,592,000
28th of October, 1818, from the Mississagas of the River Credit	648,000
5th of November, 1818, from the Mississagas of the Rice and Mud Lakes	1,951,000
31st of May, 1819, from the Mississagas of Alnwick	2,848,000
9th of May, 1820, from the Chippawas of the River Thames	580,000
20th of July, 1820, from the Mohawks of the Bay of Quinte	33,280
26th of April, 1825, from the Chippawas of Chenail Ecarté, and the Saint Clair	2,200,000
25th of October, 1826, from the Moravians of the River Thames	25,000
9th of August, 1836, from the Indians of the Saugeen River	1,500,000
Acres	11,277,280

on which an Annuity of £6,655 is paid to the respective Indian Tribes named, out of the Revenues of this Province.

3. That as the Public Lands constitute the only capital in this Province, they could, by judicious management, be made available, and the proceeds thereof in a few years, would pay the annuity of the Indians, (£6,655) and the grant from the Revenues and Imposts for support of Common Schools, £50,000 ; (as provided for in the Third Section of the School Act of 1841)‡ is, therefore, expedient, that whatever portion of these Indian Purchases remains ungranted, should be set apart and appropriated for no other purpose than that set forth in the above mentioned Second Section of the Common School Act of 1841.

4. That, in case the remainder of those Lands have been granted, it is expedient that a like quantity, from other Lands, be set apart to make up the amount of Ten millions of Acres, for the purpose of being sold, or rented, so as to create a Fund to be applied for the support of Common Schools and the establishment of District School Libraries in the various Townships and Parishes throughout the Province.

5. That, as no fund can be more bountiful in its effects, and more universal in its distribution, or more lasting in the advantages it will confer, in promoting civilization, than that now proposed, it is desirable that those Lands should be sold at the least possible expense, for creating the said fund.

*This is a mistake ; the name should be “ Martin J. O'Bierne.” See similar Petition presented to the Legislative Council on the 19th of July, 1847.

† A copy of this Act will be found on pages 48-55 of the Fourth Volume of this Documentary History. ‡ Ibid, page 49.

6. That, not exceeding six *per centum* be allowed for the sales of the said Lands, whether sold by the Crown Lands Office, or by individuals ; and that the remaining ninety-four per cent. be invested in Public Securities of this Province, to aid in promoting the Public Works therein,—the interest, in all cases, to be secured for the benefit of the School Fund.

7. That such steps, as His Excellency may deem advisable, by a Commission, or otherwise, to set apart the above Lands, should be adopted as soon as practicable ; and, that all Land Claims be paid hereafter out of Lands not appropriated for the creation of this School Fund.

8. That an Humble Address be presented to His Excellency the Governor General, praying that he will cause the said Resolutions to be carried into effect.

In making this motion, Mr. Merritt thus explained its purport and object :

Mr. Merritt, in moving that the House go into Committee of the Whole, on his Bill for the appropriation of 10,000,000 acres of public lands. He was desirous of calling the attention of the House to the objects of this Bill. He desired honourable Members to remark, in the first place, that there were 30,000,000 acres of public Lands, of which he desired the appropriation of 10,000,000 for Educational purposes.

A Committee of the House had sat upon the subject—had stated the facts, and expressed the views he was then bringing forward, and he was guided in his present course by the Report of that Committee. He therefore recommended an appropriation of Public Lands for the maintenance of Common Schools, and District Libraries. In the next place, he had shown that 11,000,000 acres of Land had been purchased in Upper Canada, from the Indian Tribes, between the years 1818 and 1826. We paid an annuity to these Indians of upwards of £6,000 per annum, for the possession of those Lands ; and, it was his opinion, that the annuity at present, paid from Customs duties ought to be paid by the lease, or sale, of a portion of our 30,000,000 acres of Public Lands. These Lands were the only capital of the country, and the disposal of them was a matter of the utmost importance.

Ordered, That the further consideration of the said motion be postponed until the next Session of this House.

July 21st, 1847 (continued).—A Message from the Legislative Council was brought down by John Fennings Taylor, Esquire, Master-in-Chancery :—

Mr. SPEAKER—

The Legislative Council have passed the following Bill, intituled : “An Act for Amending “the Common School Act of Upper Canada,” with several amendments ; to which they desire the concurrence of this House.

PETER MCGILL, Speaker.

LEGISLATIVE COUNCIL CHAMBER, 21st of July, 1847.

July 22nd, 1847.—The Order of the Day for the second reading of the Bill : “To incorporate the Friend’s Seminary in the Township of Hallowell, in the District of Prince Edward,” being read ; the said Bill was accordingly read ; and referred to the Standing Committee on Private Bills.

The Order of the Day for the second reading of the Bill : “To authorize the payment of Common School money to the Teachers in the Bathurst District, for the year 1845, notwithstanding that there was no assessment for Common Schools in that District in said year,” being read ; The said Bill was accordingly read ; and ordered to be engrossed.

July 23rd, 1847.—An engrossed Bill : “To authorize the payment of Common School money to the Teachers in the Bathurst District, for the year 1845, notwithstanding that there was no assessment for Common Schools in that District, in said year,” was read for the third time ; and it was

Resolved, That the Bill do pass, and the title be : “An Act to authorize the payment of “School moneys to the Teachers in the Bathurst Disirict, for the year one thousand eight “hundred and forty-five, notwithstanding that there was no assessment for Schools in that “District in the said year,” It was then—

Ordered, That Mr. Malcolm Cameron do carry the said Bill to the Legislative Council, and desire their concurrence.

Mr. Edward Ermatinger, from the Standing Committee on Private Bills, presented to the House the Tenth Report of the said Committee, which was again read at the Clerk’s table ; and is as followeth :—

Your Committee have agreed to the Bill : “To Incorporate the Friends’ Seminary in the Township of Hallowell, in the District of Prince Edward,” with an amendment, which they submit for the consideration of your Honourable House.

On motion of the Honourable William Hamilton Merritt, seconded by Mr. Eden Colville, it was—

Ordered, That the Bill: “To Incorporate the Friends’ Seminary in the Township of Hallowell, in the District of Prince Edward,” as reported by the Standing Committee on Private Bills, this day, be committed to a Committee of the whole House for to-morrow.

July 24th, 1847.—Pursuant to the Order of the Day, the following Petitions were read:—

Of Mr. David Marsh and others, members of the Baptist Church and Congregation of Quebec; and of the Reverend James Drummond and others, Members of the Congregational Denomination of Quebec; praying that the Bills introduced relative to the University of King’s College may not be passed, but that the said University be open to all classes without restriction.

Of Mr. A. Jeffrey and others, of Cobourg, in the District of Newcastle; praying that the Bills relative to the University of King’s College may not be passed, but that the question be postponed until the next Session.

INHABITANTS OF HAMILTON PETITION AGAINST THE MACDONALD UNIVERSITY BILL OF 1847

Of Mr. Colin C. Ferrie, and others, of the City of Hamilton; praying that the Bill relative to the Endowment of King’s College may not pass into a law. The following is a copy of this Petition:

To the Honourable the Legislative Assembly of the Province of Canada:

The Petition of certain Inhabitants of the City of Hamilton;

Humbly Sheweth:—

1. That your Petitioners have heard with alarm that a Bill has been introduced into your Honourable House by Her Majesty’s Government, to partition the Endowment of King’s College amongst a few [four] of the leading Religious Denominations of this Province.

2. Your Petitioners humbly beg leave to remonstrate against the proposed Measure, and to state that, in their opinion, the munificent Endowment of that Institution should not be interfered with: and that the University should be established upon principles of equal justice to all Religious Bodies; thus securing to all of the people, without distinction, or preference, the inestimable benefits to be derived from it.

3. Your Petitioners humbly beg leave to state to your Honourable House that the proposed division of the said Endowment, would be an act of the grossest injustice to all other Religious Denominations, and that its introduction into Parliament so near the close of its Session, and without reasonable notice, is calculated to prevent the due consideration of the subject by the people of the Province generally, or by the Legislature itself.

4. Your Petitioners, therefore, humbly pray that your Honourable House will not give your sanction to said Bill. And your Petitioners, as in duty bound, will ever pray.

COLIN C. FERRIE, on behalf of the Petitioners.

HAMILTON, 20th July, 1847.

The Honourable William H. Merritt brought under notice of the House the Report made by a Select Committee of the House, in the first Session of the Present Parliament, on the subject of the Management of the Crown, Clergy and School Lands. In this Report, there was a general statement of the quantity of Crown Lands, constituting the Public Domain in this Province, as well as the value thereof, as furnished by Mr. Thomas Parke, the late Surveyor-General, from which it appears that there remains on hand, of surveyed and unsurveyed Lands in Upper Canada:—

	S.	D.
1,400,000 acres, at four shillings per acre	£ 280,000	0 0
Amount due for Scrip sold	30,000	0 0
	£ 310,000	0 0
1,421,440 acres north of the Huron Tract, not surveyed, at seven shillings and six pence per acre	533,040	0 0
7,697,920 acres north of the Colborne, Victoria, Midland, Bathurst and Dalhousie Districts, at two shillings and six pence per acre	962,240	0 0

Total: 10,519,360 acres in Upper Canada at a Total Value of.....£1,805,280 0 0
(After deducting 4,472,960, acres as bad land.)

In Lower Canada, surveyed and unsurveyed Lands :—

		S. D.
3,314,707 acres surveyed, at two shillings and six pence per acre.....	£ 414,338	7 6
8,500,000 unsurveyed in the rear of Seigniories, at two shillings and sixpence per acre.....	1,062,500	0 0
6,000,000 acres northeast of the District of Quebec, at three shillings per acre	900,000	0 0
750,000 acres southeast of St. Francis and part of Quebec, at four shillings per acre	150,000	0 0

Total : 29,004,067 acres in all, making a total of£4,432,118 7 6

This capital it is proposed shall be inalienably appropriated for the support of Common Schools and Township Libraries in the Province of Canada. , . .

This application of this capital would secure to the Province, and to the Mother Country, the following advantages :—

(1st. Suggests the application of this capital to Railroads, etcetera.)

2nd. The proceeds of this capital will form a sufficient fund to pay competent Teachers, diffuse education to the remotest part of the Province, place it within the reach of every man, and form an entire different class, or race, of men in the next generation.

(3rd. Refers to Borrowing money.)

(4th. Refers to Loaning money.)

5th. In a word, it would ensure a Provincial fund for Education and Libraries,—a fund for construction of Railroads, or other improvements, and secures employment to Emigrants in the most economical method, without wasting the capital of the Mother Country, or of the Colony.

PRINTING TWO REPORTS OF THE CHIEF SUPERINTENDENT OF EDUCATION FOR UPPER CANADA.

It was ordered, That one thousand copies of the Report made by the Superintendent of Schools for Upper Canada, in 1846, upon “Public Elementary Instruction,” and the Report “On the Means which have been taken to establish a Normal School for Upper Canada,” be printed in Pamphlet form, for general distribution. (See Chapter XII. of this Volume.)

On motion of the Honourable John Hillyard Cameron, Solicitor General, (West), seconded by the Honourable Mr. Attorney General Badgley, (East,) it was :

Ordered, That the Amendments made by the Legislative Council to the Bill, intituled : “An Act for Amending the Common School Act of Upper Canada,” be now taken into consideration.

The House proceeded accordingly to take the said Amendments into consideration. And the said Amendments were read, and are as followeth :—

Press 2, line 5. After “pro tempore,” insert : “and provided further, that the Chairmen and “Members of such Boards of Trustees shall perform their duties, as such, gratuitously.”

Press 2, line 15. After “Treasurer,” insert : “Provided always, that nothing herein contained “shall extend, or be construed to extend, to monies so raised, or granted, for Common School purposes during the current year.”

Press 2, line 31. After “situated,” insert : “and provided also, that all Lands, Houses, Tenements, and Property of every description, now vested in the Municipal Council of any District, for “the purposes of a Model School within any such City, or incorporated Town, shall remain vested in “such District Council.”

Press 2, line 37. After “whatsoever,” insert : “and which may be vested in the Corporation of “such City, or the Board of Police of such Town, under the provisions of this Act.”

Press 4, line 33. Leave out from “notwithstanding” to “and,” in line 44.

Press 5, line 6. Leave out from “Council” to “and,” in line 19.

And the said Amendments being again read, they were agreed to by the House.

Ordered, That the Honourable Mr. Solicitor General Cameron (West,) do carry back the said Bill to the Legislative Council, and acquaint their Honours that this House hath agreed to their Amendments.

July 26th, 1847.—Pursuant to the Order of the Day, the following Petitions were read :—

Of Mr. Robert Reid and others, of the City of Kingston ; praying that the proposed Bill to divide the endowment of the University of King’s College may not pass, and that no partition be made of the said endowment among any Religious Bodies.

Of Mr. William Edwards and others, of the County of Russell, and of Mr. George Silver and others, of Beamsville and its vicinity ; praying that the proposed Bills respecting the University of King's College—may not pass—that theological education be excluded from the said University, and that it may be open to all classes without restriction.

The following is a copy of these Petitions :

To the Honourable the Legislative Assembly of the Province of Canada :

The humble Petition of the undersigned,

Humbly Sheweth :—

1. That, as your Petitioners have been informed, certain Bills have been introduced into your Honourable House, providing for the settlement of the affairs of King's College, Toronto, by appropriating its Endowment to sectarian purposes.

2. That your Petitioners regard such proposed appropriation as essentially unfair and unjust.

3. Your Petitioners, therefore, entreat your Honourable House that the above-mentioned Bills may not pass into law,—that Theological Education may be excluded from the University of King's College, and that the said University may be open to all classes, without restriction, exclusion, limitation, or disability.

And your Petitioners will ever pray.

KINGSTON, July, 1847.

ROBERT REID,
On behalf of the Petitioners of Kingston.

RUSSELL, July, 1847.

WILLIAM EDWARDS,
On behalf of the Petitioners of Russell.

BEAMSVILLE, July, 1847.

GEORGE SILVER,
On behalf of the Petitioners of Beamsville.

The Order of the Day for the second reading of the Bill : "To Repeal a certain Act therein mentioned, and to Alter and Amend the Charter of the University of King's College," being read ; it was

Ordered, That the said Order of the Day be discharged.

The Order of the Day for the second reading of the Bill : "To Incorporate 'The University Endowment Board,' and to vest certain Estates therein, and for Other Purposes therein mentioned," being read ; it was

Ordered, That the said Order of the Day be discharged.

EXPLANATORY STATEMENT, IN REGARD TO THE WITHDRAWAL OF THESE UNIVERSITY BILLS.

On these Orders of the Day for the second reading of the University Bills being read, the Honourable John A. Macdonald said that :

It was not the intention of the Administration to proceed further with the University Bills, during the present Session.

The Government were sincerely desirous of carrying these Measures through the Legislature as they were well assured of the great benefit which they would confer on Upper Canada ; and they are happy to find that both the principles and details of the Bills met with the approbation of the great body of the supporters of the Government in the House, but many of these Gentlemen were in favour of the Measure being, for the present, postponed ; some on account of the lateness of the season, and others, in order to obtain an expression of public opinion on the subject.

The Petitions presented, which, though not numerous, were entitled to respect, praying for a postponement. Under these circumstances, and as the Administration were convinced that the more the Government Measures were known, the better they would be liked, they had come to the conclusion not to press the Bills through the House during the present Session.*

The Order of the Day for the second reading of the Bill : "To amend and Consolidate the Laws relating to Grammar Schools in Upper Canada, and for Other Purposes therein mentioned," being read ; it was

Ordered, That the said Order of the Day be discharged.

Note.—As this Grammar School Bill provided, for certain things to be done by the Council of King's College, and also dealt with the Upper Canada College, the withdrawal of the University Bills necessitated the withdrawal of this Grammar School Bill also.

* For other reasons, not here mentioned, for withdrawing these Bills, see Chapter III, page 32.

A Message was received from the Legislative Council by John Fennings Taylor, Esquire, one of the Masters-in-Chancery :—

MR. SPEAKER :—

The Legislative Council have passed the following Bill, without any amendment, videlicet:—

Bill, intituled : “An Act to Authorize the payment of School Money to the Teachers of the Bathurst District for the year One Thousand Eight Hundred and Forty-Five, notwithstanding that there was no assessment for Schools in that District in the Said year :”

LEGISLATIVE COUNCIL CHAMBER, 26th of July, 1847.

PETER MCGILL, Speaker.

July 27th, 1847.—The Order of the Day for the House in Committee on the Bill to incorporate the Friends' Seminary in the Township of Hallowell, in the District of Prince Edward, being read ; The House accordingly resolved itself into the said Committee. Mr. John Prince took the chair of the Committee ; and after some time spent therein, Mr. Speaker resumed the Chair of the House,—

And Mr. James H. Price reported, That the Committee had gone through the Bill, and had made several amendments ; which amendments were again read at the Clerk's table, and agreed to by the House. It was then ordered, that the said Bill, as amended, be engrossed.

The following Petitions were severally brought up and laid on the table :—

By Mr. Edward Hale :—The Petition of Mr. Archibald Gillis and Others, of the Townships of Eaton and Newport, in the County of Sherbrooke ; praying that the proposed Bills relative to the University of King's College may not pass into law ; that Theological Education be excluded from the said University, and that it may be open to all classes without restriction.

By the Honourable Robert Baldwin :—The Petition of the Reverend Thomas L. Davidson and others, Members of the First Baptist Church, Pickering ; praying that the proposed Bills relative to the University of King's College may not pass into Law ; that Theological Education be excluded from the said University, and that it may be open to all classes without restriction ;—and the Petition of Mr. Henry Holmes Croft, and others, the Professors of the Faculty of Medicine of the University of King's College ; praying that no measures may be adopted with reference to the said University, which might tend to diminish the usefulness of, or destroy, the Medical School in connection therewith.

An engrossed Bill : “To Incorporate the Friends' Seminary, in the Township of Hallowell, in the District of Prince Edward,” was read for the third time, and it was

Resolved, That the Bill do pass, and the Title be, “An Act to Incorporate the Trustees of the Friends, or Quakers', Seminary, in the Township of Hallowell, in the District of Prince Edward.” It was then

Ordered, That Mr. Roger B. Conger do carry the said Bill to the Legislative Council, and desire their concurrence.

July 28th, 1847.—Pursuant to the Order of the Day, the following Petitions were read :—Of Mr. William Lowell and others, of Drummondville, and neighborhood, praying that the proposed Bills relative to the University of King's College may not pass into Law, but that all classes may participate in the benefits of the said University. Of Mr. Thomas Johnson and John Miller, School Trustees of the Township of Chinguacousy ; praying for alterations in the Common School Act, respecting the payment of School Funds in certain cases, and the leases of sites for School Houses.

A Message from the Legislative Council by John Fennings Taylor, Esquire, one of the Masters in Chancery :—

MR. SPEAKER,—

The Legislative Council have passed the following Bill, without any amendment, videlicet:—

Bill, intituled : “An Act to Incorporate the Trustees of the Friends', or Quakers', Seminary in the Township of Hallowell, in the District of Prince Edward.”

LEGISLATIVE COUNCIL CHAMBER, 28th of July, 1847.

PETER MCGILL, Speaker.

A Message was received from His Excellency the Governor-General, by Frederick Starr Jarvis, Esquire, Gentleman Usher of the Black Rod.

MR. SPEAKER,—

I am commanded by His Excellency the Governor General to acquaint this Honourable House, that it is the pleasure of His Excellency that the members thereof do forthwith attend him in the Legislative Council Chamber.

Accordingly Mr. Speaker, with the House, went up to attend His Excellency, where His Excellency was pleased to give, in Her Majesty's name, the Royal Assent to various Public and Private Bills,

EDUCATIONAL PROCEEDINGS OF THE LEGISLATIVE COUNCIL, 1847.

June 4th, 1847.—The Honourable William Morris presented to the House a Bill intituled : “An Act relating to Common Schools within this Province.” The said Bill was read a first time.*

June 14th, 1847.—The Honourable James Crooks presented a Petition from the Municipal Council of the Niagara District, praying that an Act may be passed that the Town of Niagara may enjoy the same privileges as were granted to the Cities of Toronto and Kingston, under the 43d section of the Act of last Session, (1846), “For the Establishment and Maintenance of Common Schools in Upper Canada.”† It was ordered that the same do lie on the Table.

June 15th, 1847.—The Honourable Thomas McKay presented a Petition from the Synod of the Presbyterian Church of Canada, in connection with the Church of Scotland, praying, that the Charter of the University of King's College may be so amended as that it may be placed under a more liberal management, and until the completion of such measure, to grant to the University of Queen's College, at Kingston, a separate endowment for its support. It was ordered that the same do lie on the table.

June 17th, 1847.—The Honourable Adam Fergusson presented a Petition from Mr. Patrick Thornton and others, inhabitants of the City of Hamilton, praying that the Burlington Ladies' Academy, situated at that Town, may receive pecuniary aid from the Government.

June 21st, 1847.—The Honourable Thomas McKay presented to the House a Bill intituled : “An Act for the relief [as Law Students] of the Graduates of Queen's College at Kingston.” The Bill was then read for the first time, and it was—

Ordered, that one hundred copies of the last mentioned Bill be printed for the use of Members.

June 22nd, 1847.—The Honourable John Macauley presented a Petition from Mr. William Garratt and others, of the Religious Denomination called Quakers, praying that they may be incorporated for the purpose of conducting a College‡ at the Town of Hallowell in the Prince Edward District. *Ordered*, that the same do lie on the Table.

The Honourable James Morris presented a Petition from Mr. H. W. Blanchard and others, Inhabitants of the School Section number twenty-two, in the Township of Elizabethtown, praying for the passing of an Act to empower them to sell a certain Tract of Land bequeathed by one Mr. James Hoskin, [or Haskin, see House of Assembly proceedings of the 24th of June, 1847] now deceased, for the purpose of a School House, and apply the proceeds towards the erection of a more substantial building, in a more eligible locality. And also, two Petitions from the Bathurst District Council, praying (1), for the passing of an Act to authorize the payment, for the year 1845, of the Government allowance for the support of Common Schools ; (2), also, praying for such modification of the School Act as will secure an earlier appropriation of the moneys allotted towards the payment of the School Teachers.

June 30th, 1847.—The Honourable Barthelemy Joliette presented a Petition from the Right Reverend Patrick Phelan, Bishop of Carraha (Carrhae) and Administrator of the Diocese of Kingston, praying for pecuniary aid in behalf of the Roman Catholic College of Regiopolis, at Kingston aforesaid. (See page 2 of this Volume.)

July 9th, 1847.—Pursuant to the Order of the Day the Bill, intituled : “An Act for the relief of the Graduates of Queen's College at Kingston.” was read the second time, and it was ordered, that the said Bill be referred to a Select Committee of four Members, the Honourable Messieurs James Crooks, Thomas McKay, James Morris and James Ferrier, to meet and adjourn as they please.

*This must have been a Bill, *pro forma* ; for the principle of a separate School Bill for each Section of the Province of Canada, (Upper and Lower), and was only adopted by the Legislature in 1843, and separate School Bills for each Province were then passed, instead of amending the Provincial School Statute passed in 1841.

†This Section of the Common School Act of 1846 will be found on page 69 of the Sixth Volume of this Documentary History. It provided that Toronto and Kingston be “Municipal Districts” for the purposes of the Act.

‡i.e.: the Friends' Seminary at Picton. (See the preceding page.)

July 12th, 1847.—The Honourable Thomas McKay, from the Select Committee to whom was referred the Bill, intituled : “An Act for the Relief of the Graduates of Queen’s College “at Kingston,” reported that the Committee had gone through the said Bill, and had made some amendments thereto, which he was ready to submit whenever the House would be pleased to receive the same. It was ordered, that the Report be now received, and the same was then read by the Clerk. It was then ordered that the said amendments be taken into consideration by the House to-morrow.

July 13th, 1847.—The House, according to Order, proceeded to the consideration of the Amendments reported by the Select Committee to the Bill, intituled ; “An Act for the relief “of the Graduates of Queen’s College at Kingston.” The said Amendments being twice read by the Clerk, and the question of concurrence put on each, they were severally agreed to by the House. It was then ordered, that the said Bill, (as amended), be engrossed, and the same read the third time to-morrow.

July 14th, 1847.—Pursuant to the Order of that Day, the Bill, intituled : “An Act to ‘amend the Law for the admission of [Queen’s University and other Graduates as] Attorneys, and the calling of Barristers in Upper Canada,” was read the third time, and passed.

A Message was brought up from the Legislative Assembly, by the Honourable Henry Sherwood, Attorney General, (West), and others, with a Bill, intituled : “An Act for amending the “Common School Act of Upper Canada ;” (1846) to which they desire the concurrence of this House. The said Bill was read for the first time, and it was ordered, that the said Bill be read for the second time to-morrow.

July 15th, 1847.—Pursuant to the Order of the Day, the Bill, intituled : “An Act for “Amending the Common School Act of Upper Canada,” (1846), was read the second time ; and it was ordered that the said Bill be referred to a Select Committee of five Members : the Honourable Messieurs Robert Baldwin Sullivan, John Macaulay, Levius P. Sherwood, J. Emilius Irving and Hamnett Pinhey, to meet and adjourn as they please.

July 19th, 1847.—The Honourable Robert Baldwin Sullivan presented a Petition from Mr. Martin J. O’Bierne and others. Inhabitants of the City of Toronto, praying that no Measure may be passed having for its object the partitioning of the Endowment of the University of King’s College amongst the leading Religious Denominations in the Province ; but that the said Endowment may be exclusively applied towards the support and maintenance of a University, or College, of Literature, Science, and Art.* A Petition was also read from the Principal and Masters of the Upper Canada College, at Toronto, praying that in the settlement of the question respecting the University of King’s College, the Upper Canada College, which has faithfully done its duty, may not be the single Institution, which is not only not improved, but most materially injured, in its position and capabilities ; but that, on the contrary, it may be nurtured into becoming what will be more loudly called for than ever—the one great Public School of Canada. It was ordered, that the same do lie on the Table.

July 20th, 1847.—The Honourable Hamnett Pinhey, from the Select Committee to whom was referred the Bill, intituled : “An Act for Amending the Common School Act of Upper “Canada,” reported from the said Committee, that they had gone through the said Bill, and had made several Amendments thereto, which he was ready to submit whenever the House would be pleased to receive the same. It was ordered, that the Report be now received, and the same was then read by the Clerk.

Ordered, that the Amendments reported by the Select Committee be considered by the House presently.

The House, according to Order, proceeded to the consideration of the said Amendments, and the same were then read by the Clerk, as follows :—

Press 2, line 5.—After “pro tempore,” insert, “And provided further, that the Chairman and “Members of such Boards of Trustees shall perform their duties, as such, gratuitously.”

Press 2, line 15.—After “Treasurer,” insert, “Provided, always, that nothing herein contained “shall extend, to or be construed to extend, to monies so raised, or granted for Common School purposes, during the current year.”

Press 2, line 31.—After “situated,” insert, “And Provided, also, that all Lands, Houses, Tenements, and Property of every description, now vested in the Municipal Council of any District, for “the purposes of a Model School, within any such City, or incorporated Town, shall remain vested “in such District Council.”

*A copy of this Petition will be found in the Educational Proceedings of the House of Assembly, dated the 21st of July, 1847, pages 14-16 of this Volume.

Press 2, line 37.—After “whatsoever,” insert, “and which may be vested in the Corporation of such City, or the Board of Police of such Town, under the provisions of this Act.”

Press 4, line 33.—Leave out from “notwithstanding,” to “and” in line 44.

Press 5, line 6.—Leave out from “Council” to “And” in line 19.

The said Amendments being read the second time, and the question of concurrence put on each, they were severally agreed to by the House. It was then ordered that the said Amendments be engrossed, and the said Bill, (as amended), read the third time to-morrow.

July 21st, 1847.—Pursuant to the Order of the Day, the Bill, intituled: “An Act for Amending the Common School Act of Upper Canada,” (1846), was, (as amended), read the third time, and passed—On motion it was—

Ordered, that one of the Masters-in-Chancery do go down to the Legislative Assembly, and acquaint that House, that the Legislative Council have passed this Bill with several Amendments, to which they desire their concurrence.

July 22nd, 1847.—The Honourable James Ferrier presented a Petition from Mr. Colin C. Ferrie and others, Inhabitants of the City of Hamilton, praying that no measure may be passed having for its object the partitioning of the Endowment of the University of King's College amongst the leading [four] Religious Denominations of this Province, but that the said Endowment may be exclusively applied towards the support and maintenance of a University or College of Literature, Science, and Art * And also a Petition from Mr. A. Jeffrey and others, Inhabitants of the Town of Cobourg, praying that the question respecting the University of King's College, Toronto, may not be settled, until after the People at large have had an opportunity of considering the same.

July 23rd, 1847.—A Message was brought from the Legislative Assembly by Mr. Malcolm Cameron and Others, with a Bill, intituled, “An Act to Authorize the payment of School Moneys to the Teachers in the Bathurst District for the Year One Thousand Eight Hundred and Forty-Five, notwithstanding that there was no Assessment for Common Schools in that District, in the said year?”—to which they desire the concurrence of this House. The said Bill was read the first time, and it was ordered, that the said Bill be read the second time to-morrow.

July 24th, 1847.—Pursuant to the Order of the Day, the foregoing Bill was read the second time, and ordered that the said Bill be read the third time on Monday next.

A Message was brought from the Legislative Assembly by the Honourable John Hillyard Cameron, Solicitor General, (West,) and others, to return the Bill intituled: “An Act for Amending the Common School Act of Upper Canada,” and to acquaint this House that they have agreed to the Amendments made by the Legislative Council to this Bill, without any Amendment.

July 26th, 1847.—The Honourable John Macaulay presented a Petition from Mr. E. M. Stewart, Teacher of the Grammar School at Ancaster, praying that the claims of the said School may be favourably considered in any Law which may be introduced on the subject of Grammar Schools.

The Honourable John Neilson presented a Petition from Messieurs Thomas Johnson and John Miller, School Trustees, residing in School Section Number One of the Township of Chinguacousy, praying that the School which has been established for the use of a section [? portion] of the said Township, may enjoy certain privileges, in regard to the administration of the School Funds.

The Honourable Paul H. Knowlton presented a Petition from Mr. Archibald Gillies and others, Inhabitants of Eaton and Newport, in the County of Sherbrooke, praying that the proposed Bills respecting the University of King's College at Toronto may not be passed into Law.

July 26th, 1847.—Pursuant to the Order of the Day, the Bill intituled: “An Act to Authorize the payment of School Moneys to the Teachers in the Bathurst District for the Year One Thousand Eight Hundred and Forty-Five, notwithstanding that there was no Assessment for Common Schools in that District in the said year,” was read the third time, and passed.

July 27th, 1847.—A Message was brought from the Legislative Assembly by Mr. Roger B. Conger and others, with a Bill, intituled: “An Act to Incorporate the Trustees of the ‘Friends’, or Quakers’, Seminary in the Township of Hallowell, in the District of Prince Edward,” to which they desire the concurrence of this House. The said Bill was read the first time, and it was ordered that the said Bill be read the second time presently. The said Bill

*A copy of this Petition will be found in the Educational Proceedings of the House of Assembly of the 24th of July, 1847, page 18 of this Volume.

was then read the second time accordingly ; and it was ordered, that the said Bill be referred to a Select Committee of two Members : the Honourable Messieurs John Macaulay and George S. Boulton ; to meet and adjourn as they please.

The following Amendments were made by the Legislative Assembly to the Bill sent down from the Legislative Council on the 14th instant, and intituled : “ An Act to Amend the Law “ for the Admission of Attorneys and calling of Barristers in Upper Canada.”

After the second clause insert the following clause :—

“ And be it enacted, That it shall and may be lawful for the Courts of Queen’s Bench and Chancery, respectively, in their discretion, to admit, as Attorneys, or Solicitors, of the said Courts respectively, and the said Society aforesaid to admit as Barristers, any person, or persons, who shall have taken any of the Degrees aforesaid at King’s College, Queen’s College, or Victoria College in this Province, and shall have been three years under Articles, or standing, on the Books of the said Society, as the case may be, notwithstanding that such person, or persons, shall have entered into such Articles, or been admitted upon the Books of the said Society, before taking any such Degree as aforesaid.”

The said Amendment, being read the second time, and the question of concurrence being put thereon, the same was agreed to by the House.

The Honourable John Macaulay, from the Select Committee to whom was referred the Bill, intituled : “ An Act to Incorporate the Trustees of the Friends’, or Quakers’, Seminary, in the “ Township of Hallowell, in the District of Prince Edward,” reported that the Committee had gone through the said Bill, and had directed him to report the same to the House, without any Amendment. It was then ordered that the said Bill be read the third time presently, The said Bill was then read the third time accordingly, and passed. It was further ordered that one of the Masters in Chancery do go down to the Legislative Assembly and acquaint that House that the Legislative Council have passed the Bill without any Amendment.

July 28th, 1847.—The Honourable George S. Boulton presented a Petition from Mr. R. S. Murray and others, Inhabitants of the Town of London, praying that no measure may be passed having for its object the partitioning of the Endowment of the University of King’s College amongst the [four] leading Religious Denominations of this Province, but that the said Endowment may be exclusively applied towards the support and maintenance of a University, or College, of Literature, Science and Art.

His Excellency, the Right Honourable James, Earl of Elgin and Kincardine, Governor-General of British North America, being seated in the Chair on the Throne, the Speaker commanded the Gentleman Usher of the Black Rod to let the Assembly know that “ it is His Excellency’s pleasure they attend him immediately in this House ”—who, being come, with their Speaker, the Clerk of the Crown-in-Chancery read the titles of the Bills to be assented to by His Excellency, on behalf of Her Majesty the Queen. Among them so assented to were the following, videlicet :—

“ An Act for Amending the Common School Act of Upper Canada, (1846).”

“ An Act to Authorize the payment of School Moneys to the Teachers in the Bathurst District, for the Year One Thousand Eight Hundred and Forty Five, notwithstanding that there “ was no Assessment for Common Schools in that District in the said year.”

“ An Act to Incorporate the Trustees of the Friends’, or Quakers’, Seminary in the Township of Hallowell, in the District of Prince Edward.”

“ An Act to Amend the Law for the Admission of Attorneys and calling of Barristers in “ Upper Canada.

In his Speech from the Throne, His Excellency made no reference to any Educational matter.

CHAPTER II.

EDUCATIONAL ACTS PASSED BY THE LEGISLATURE OF THE
PROVINCE OF CANADA IN 1847.

10TH AND 11TH VICTORIA, CHAPTER XIX.

AN ACT FOR AMENDING THE UPPER CANADA COMMON SCHOOL ACT OF 1846.

The Earl of Elgin and Kincardine, Governor General.

Passed on the 28th of July, 1847.

(NOTE.—The additions made in this Common School Act, while passing through the Legislature are put in italics. The omissions are specified in Notes, as to where these omissions occurred.)

Preamble.

WHEREAS it is expedient to make further provision for the Better Establishment and Maintenance of Common Schools in the Cities and Incorporated Towns and in the several Municipal Districts, of Upper Canada :

Imperial Act
of 1840.

Be it therefore enacted, by the Queen's Most Excellent Majesty, by and with the advice and consent of the Legislative Council, and of the Legislative Assembly of the Province of Canada, constituted and assembled, by virtue of, and under the authority of, an Act passed in the Parliament of the United Kingdom of Great Britain and Ireland, (in 1840) intituled : "An Act to Re-unite the Provinces of Upper and Lower Canada, and for the Government of Canada"; and it is hereby enacted by the authority of the same :

City Councils
and Town
Police Boards
to have the
School powers
of District
Councils.

That each Incorporated City and Town in Upper Canada shall be a Corporation for all Common School purposes, and the Council of each City and the Board of Police of each incorporated Town, shall be invested with all the authority and subject to all the obligations, in respect to all matters relating to the interests of Common Schools in such City, or Town, as is now, or may be hereafter, conferred, by law, upon the Municipal Council of each District in Upper Canada ; subject to such modifications and Regulations as are hereinafter provided for by this Act—

Board of
School
Trustees to be
appointed in
each City or
Town by the
Council
thereof.

II. *And be it enacted*, That it may, and shall, be lawful for the Council of each City, and the Board of Police of each Town aforesaid, to appoint at its next, or any ensuing Meeting, after the passing of this Act, by a By-law, or vote of a majority of its Members, present at such meeting, a Board of Trustees not exceeding six in number,—three of whom shall form a quorum for the transaction of business :

Term of Office

Provided always, That one third of the Members of such Board, thus appointed, shall retire from office at the end of each year ; the order of their retiring to be determined by lot, and their places filled by such Council, or Board of Police ; so that all the Members of such Board shall be changed once in three years :

Members may
be re-elected.

Provided also, That any Member of such Board, on the expiration of his period of office, shall be eligible to be re-appointed :

President
appointed. 1

Provided also, That, in addition to the number thus appointed, the Mayor of such City, or the President, or Chairman, of such Board of Police, shall be, *ex officio*, Chairman of the Board of Trustees, and shall have a vote in all the proceedings of such Board, and, in case of an equality of votes, shall have a second, or casting vote ;

Temporary
Chairman in
certain cases.

Provided likewise, That, in the absence of such Mayor, or President, or Chairman, the Board, at any lawful Meeting, shall have authority to select, from its own Members, a Chairman, *pro tempore*, and

Provide :
Members of
the Board to
act gratuitously.

Provided further that the Chairman and Members of such Boards of Trustees shall perform their duties, as such, gratuitously.

III. *And be it enacted*, That all the monies which may be raised in such city, or Town, by assessment, or rate bill, or which may be granted to such City, or Town, for Common School purposes, shall be paid into the hands of the Chamberlain or Treasurer of the Corporation, or Board of Police of such City, or Town, and shall be expended under the direction of the Board appointed, as aforesaid, by cheque, or order, signed by the Chairman of the said Board, or such Chamberlain, or Treasurer ;

School monies to be expended under the direction of the Board.

Provided always, That nothing herein contained shall extend, or be construed to extend, to monies so raised, or granted, for Common School purposes during the current year.

This shall not extend to monies raised or granted during 1847.

IV. *And be it enacted*, That all the Lands, Houses, Tenements and Property of every description, which have heretofore been acquired, or rented, for Common School purposes, and which have been vested in the hands of Trustees in any City, or Town, aforesaid, shall, after the passing of this Act, be vested in the Corporation of such City, or the Board of Police of such Town, to be employed, or disposed of, as such Board of Trustees, appointed, as aforesaid, shall judge expedient, for the interests of Common Schools in the said City, or Town :

School property vested in the Trustees.

Provided always, That no Lands, House, Houses, or other Common School Property shall be sold by said Board without the express sanction of the said Corporation, or Board of Police :

Proviso as to Sales.

Provided also, That the proceeds of the sales of such Lands, House, Houses, or other Common School Property, shall be applied to Common School purposes in the City, or Town, in which such Property is situated, and

And proceeds of Sales.

Provided further, That all Lands, Houses, Tenements and Property of every description, now vested in the District Council of any District, for the purposes of a Model School within any such City, or Incorporated Town, shall remain vested in such District Council.

Proviso : property for the purposes of Model Schools to remain vested in the District Council.

V. *And be it enacted*, That it shall be the duty of the Board of Trustees for such City, or Town, appointed as aforesaid :—

Duties of the Board.

First,—To take possession of all Common School Property which may have been acquired, or given for Common School purposes in such City, or Town, by any title whatsoever, and which may be vested in the Corporation of such City, or the Board of Police of such Town, under the provisions of this Act, and to manage, for the Corporation, or Board of Police, all Property, Monies, or Income, acquired for Common School purposes, until the power hereby given shall be taken away, or modified by law, and to apply the same according to the terms of acquiring, or receiving them.

Possession and management of School Property.

Secondly,—To do whatever may be expedient with regard to building, repairing, renting, renewing, or keeping in order, the School House, or School Houses, and its, or their appendages, Lands, Fences and movable Property, which shall be held in trust by the said Board, out of whatever funds may be provided for such purpose by the Corporation, or Board of Police, of such City, or Town.

Keeping property in repair.

Thirdly,—To determine the Number, Sites and Description of Schools, which shall be Established and Maintained in such City and Town aforesaid, and whether such School, or Schools shall be Denominational, or Mixed ; the Teacher, or Teachers, who shall be employed, the terms of employing them, the amount of their remuneration and the duties which they are to perform ; to prepare, from time to time, and lay before the Corporation of such City, or Town, an estimate of the sums, which they may [judge] deem expedient for paying the salaries of School Teachers, for furnishing the School, or Schools, under their charge with suitable Apparatus and Books, and for repairing and warming and keeping in order the School House, or School Houses in their possession.

Determine the sites and description of schools, teachers, et cetera.

Fourthly,—To appoint and remove at pleasure, prescribe the duties, and fix the compensation of a Superintendent of Common Schools in each City, or Town, aforesaid ; which Superintendent shall be subject to the obligations which are imposed on District Superintendents of Common Schools, as far as is consistent with the provisions of this Act.

Appointing and removing Superintendents of Schools.

Fifthly,—To appoint, from time to time, for the Special Management of the affairs of each School within such City, or Town, and under such Rules and Regulations as they may deem necessary, a Committee of not more than three persons for each School, who shall hold office for one year at a time, but may be re-appointed at the pleasure of the Board of Trustees ; and which Board of Trustees shall also have authority to fill up any vacancy, or vacancies, which may occur in such Committee, or Committees, from death, removal or otherwise.

Appointing Committee of Management for each School.

Filling vacancies therein.

Proviso as to
Denomina-
tional Schools.
General
powers.

Provided always, that in Denominational Schools, the persons composing such Committee shall be of the Religious Persuasion to which such Schools belong.

Sixthly,—To exercise, in general, all the powers, and be subject to all the obligations with which Trustees of Common Schools, generally, are invested, and to which they are subjected according to law, as far as is consistent with the provisions of this Act :

Proviso as to
Reports and
Accounts.

Provided also, that their Annual School Reports shall be made to the Chief Superintendent of Schools for Upper Canada ; and they shall likewise account each year, and oftener, if required, to the Council, or Board of Police, of each Incorporated City, or Town, appointing them, for the expenditure of all monies placed at their disposal.

Obligations of
Teachers.

VI. *And be it enacted*, That the Teachers employed by any such Board, shall be subject to the obligations which are imposed by law upon Common School teachers generally.

Who shall be
visitors of
Common
Schools in any
City or Town
Corporate.

VII. *And be it enacted*, That the Members of the Council of each City, and of the Board of Police of each Incorporated Town in Upper Canada, and all Clergymen, or Ministers, recognized by law, of whatever Religious Denomination, who shall reside, or have pastoral charge, in each City and Incorporated Town, (and no others), shall be Visitors of Common Schools in Upper Canada, except in the case of Denominational Schools, which shall be visited by no other Clergymen, or Ministers, than such Clergymen, or Ministers, as are of the Religious Denomination to which such Schools belong, unless by the consent of such last mentioned Clergymen, or Ministers.

And of De-
nominational
Schools.

Municipal
authorities
may impose
taxes for
School pur-
poses to any
amount they
may think
proper.

VIII. *And be it enacted*, That it may, and shall, be lawful for the Council of any City, and the Board of Police of any Incorporated Town, and the Municipal Council of any District in Upper Canada, to impose, from time to time, such assessment upon the inhabitants, of all, or any School districts, Sections, or Divisions, within their respective jurisdiction, over and above the assessment which they are now authorized by law to impose, as such Council, Board of Police, or Municipal Council, shall judge expedient, for the purchasing or procuring School Sites, the erecting, repairing, renting or furnishing of School Houses, the payment of Teachers, and for Common School purposes generally ; anything contained in any Law or Statute to the contrary notwithstanding.

NOTE. A section, providing for the appointment of Two School Superintendents in a Municipal District, having more than two hundred and fifty Common Schools, was expunged.

District Su-
perintendents
may be re-
moved by the
Governor-in-
Council for
misconduct,
and another
appointed pro-
tem. Notice to
be given.

IX. *And be it enacted*, That, in case of any violation, or neglect, of duty, on the part of any District Superintendent of Common Schools, the Governor-in-Council shall have authority to remove him from office, and to appoint another person in his place, until the next meeting of the Municipal Council, by which such District Superintendent may have been appointed ; and a copy of the Order-in-Council, making such removal and specifying the causes of it, shall be transmitted to the Clerk of the District Municipal Council, by whom such Superintendent had been appointed, to be laid before such District Council.

NOTE. A section, providing for the payment to the District Treasurer of the School Fund of a Municipal District, was expunged.

Mayor of To-
ronto to be a
Member of the
Education
Board of Up-
per Canada,
ex-officio, 9
Victoria,
Chapter 20.

X. *And be it enacted*, That the Mayor for the City of Toronto shall be, *ex-officio*, Member of the Board of Education for Upper Canada ; anything contained in the Act, passed in the Ninth Year of Her Majesty's Reign, [1846], and intituled : " An Act for the Better Establishment and Maintenance of Common Schools in Upper Canada," to the contrary notwithstanding.

Interpreta-
tion clause.

XI. *And be it enacted*, That the words " Upper Canada," wherever they occur in this Act, shall mean all that part of this Province called Upper Canada.

10TH AND 11TH VICTORIA, CHAPTER XXIX.

AN ACT, AMENDING THE "BARRISTER AND ATTORNIES ACT," SO THAT GRADUATES OF COLLEGES MAY BE ADMITTED AS BARRISTERS, OR ATTORNIES.

The Earl of Elgin and Kincardine, Governor-General.

Passed on the 28th of July, 1847.

I. }
II. } Refer only to the Legal Profession.

III. *And be it enacted*, That it shall, and may, be lawful for the Courts of The High Queen's Bench and Chancery, respectively, in their discretion, to admit as Attornies, Courts may admit as Attornies and Solicitors, of the said Courts, respectively, and the said Society aforesaid, to admit as Barristers any person, or persons, who shall have taken any of the Degrees aforesaid at King's College, Queen's College, or Victoria College. in this Province, and shall have been three years under Articles, or standing, on the Books of the said Society, as the case may be, notwithstanding that such person, or persons, shall have entered into such Articles, or been admitted upon the Books of the said Society before taking any such degree, as aforesaid. the Law Society as Barristers, Graduates of Colleges.

10TH AND 11TH VICTORIA CHAPTER LVIII.

AN ACT TO AUTHORIZE THE PAYMENT OF SCHOOL MONEY TO THE TEACHERS IN THE BATHURST DISTRICT, FOR THE YEAR ONE THOUSAND EIGHT HUNDRED AND FORTY-FIVE, NOTWITHSTANDING THAT THERE WAS NO ASSESSMENT FOR SCHOOLS IN THAT DISTRICT FOR THE SAID YEAR.

The Earl of Elgin and Kincardine, Governor-General.

Passed on the 28th of July, 1847.

WHEREAS the Legislature of this Province, did, in the now last Session, [1846], Preamble. pass an Act authorizing the Bathurst District Council to assess for School Monies, and receive the Government allowance ;

And whereas, The said Act has not been carried into effect, but has lapsed ;

And whereas the District Council of the District of Bathurst have, by their Petition to the Legislature, represented that, by various circumstances, arising partly out of the change made in the limits of the said District, and in the Townships composing the same, by an Act passed in the Eighth Year of Her Majesty's Reign, [1845,] the said District Council did not cause to be levied a sum of money equal to the amount of public money apportioned to the said District towards the support of Common Schools therein, for the year One Thousand Eight Hundred and Forty-Five, and that, therefore, the said District did not become entitled to the public money so apportioned, and the same was not distributed, but remains in the hands of the District School Superintendent ; and the Trustees in the several School [Sections] have been either paid by the inhabitants, or still remain wholly, or in part, unpaid ;

Case of the Bathurst District recited. Act of 1845.

And whereas the said District Council have, by their said Petition, prayed that, notwithstanding, the default aforesaid, the District may receive the public [School] money so apportioned to it, and, from the peculiar circumstances of the case, it is expedient to grant the prayer of this Petition, on the condition hereafter mentioned :

Be it therefore enacted, By the Queen's Most Excellent Majesty, by and with the advice and consent of the Legislative Council, and of the Legislative Assembly of the Province of Canada, constituted and assembled by virtue of and under the authority of an Act passed in the Parliament of the United Kingdom of Great Britain and Ireland, (in 1840, and intituled : "An Act to Re-unite the Provinces of Upper and Lower Canada, and for the Government of Canada" ; and it is hereby enacted by the authority of the same :

The Bathurst District to receive the public allowance for Schools for 1845, provided the District Council pass a By-law for raising an equal sum.

For what School purposes only, the money may be paid.

Act seven Victoria, chapter 29, cited.

That the District Superintendent (of Schools) shall, during the present year, One Thousand Eight Hundred and Forty-Seven, retain in his hands, for the purposes of this Act, the monies so apportioned, as aforesaid, for the said District for the year One Thousand Eight Hundred and Forty-Five; and, if the District Council shall, during the present year, pass a By-law for levying and causing to be paid to the (said) District Superintendent, for the purposes of this Act, a sum, at least, equal to that apportioned to the said District for the year One Thousand Eight Hundred and Forty-Five, and now in his hands, as aforesaid, but not otherwise, then, notwithstanding, the default by the said District Council to cause to be levied, a sum equal to the amount of the public money apportioned to the said District, as aforesaid, the said money so apportioned shall, on the delivery of a copy of such By-Law, certified by the Warden of the said District to the District Superintendent (of Schools) be forthwith distributed among the several School (Sections) therein, in the same proportion as it would have been, if such default had not been made; but the sum payable for each School Section respectively, shall not be paid by the said District Superintendent, except for such purposes, to such Officer, or Person, and under such Regulations as the District Council of the said District shall, by any By-Law, or By-Laws, to be passed in that behalf, direct and appoint, nor for any purpose except the payment of Teachers, having acted as such during the year One Thousand Eight Hundred and Forty-Five, or the repairing, or building, of School Houses in such School (Sections) respectively; anything in the Act passed in the seventh year of Her Majesty's Reign (1843), intituled: "An Act for the Establishment and Maintenance of Public Schools in Upper Canada," to the contrary notwithstanding.

10TH AND 11TH VICTORIA, CHAPTER CIV.

AN ACT TO INCORPORATE "THE TRUSTEES OF THE FRIENDS', OR QUAKERS', SEMINARY," IN THE TOWNSHIP OF HALLOWELL, IN THE DISTRICT OF PRINCE EDWARD.

The Earl of Elgin and Kincardine, Governor-General.

Passed on the 28th July, 1847.

Preamble.

WHEREAS there now exists in the Township of Hallowell, in the District of Prince Edward, an Institution known as "The Friends, or Quaker, School," having for its design to afford a course of instruction in the Greek, Latin, French and English languages, Writing, Arithmetic and Mathematics, and such other branches of Science and General Literature as it may be deemed proper, from time to time, to introduce:

Petitioners.

And whereas (Messieurs) Jonathan Ferris, William Garrett, Philip A. Dorland, Arnoldi Dorland, Vincent Bowerman, Edward B. Cronk, Moses White, Joseph Waring, Thomas Clark, Levi Varney, Israel Terrill, Stephen Garrett, William McTaggart, John Kronkrite, Ruby Purdy, Thomas Waring, Daniel D. Haight, Benjamin Dunham, Marmaduke Hutchinson, and Amos Bowerman, Members of the Religious Society of Friends, commonly called Quakers, living in this Province, have, by their Petition, represented, that it would be beneficial to the interests of the community, and would tend to the success and prosperity of the said Institution, that it should be incorporated;

And whereas, it is expedient to grant the prayer of the said Petition;

Imperial Act of 1840.

Be it therefore enacted by the Queen's Most Excellent Majesty, by and with the advice and consent of the Legislative Council and of the Legislative Assembly of the Province of Canada, constituted and assembled by virtue of and under the authority of an Act passed in the Parliament of the United Kingdom of Great Britain and Ireland (in 1840,) and intituled: "An Act to re-unite the Provinces of Upper and Lower Canada, and for the Government of Canada;" and it is hereby enacted by the authority of the same;

Certain persons incorporated.

That (Messieurs) Jonathan Ferris, William Garrett, Philip A. Dorland, Arnoldi Dorland, Vincent Bowerman, Edward B. Cronk, Moses White, Joseph Waring, Levi Varney, Stephen Garret, Amos Bowerman and Thomas Clark, and their successors in office, to be appointed, as hereinafter mentioned, shall be, and are hereby constituted and appointed, Trustees for the said Institution, on behalf of the

Members of the Society of Friends, commonly called Quakers, who are, or may be, at any time hereafter, residents of this Province, and shall be a body politic and corporate, by the name of "The Trustees of the Friends', or Quakers', Seminary," and shall, by that name, have perpetual succession and a common seal, with power to alter, renew, or change, the same at pleasure, and shall, by the said name, at all times hereafter, have power to purchase, acquire, hold, possess and enjoy, take, accept and receive, for the uses and purposes of said Institution, without any further authority, license, or letters of mortmain, any Lands, immovable property, or hereditaments, or any personal property, of what nature soever, within this Province, not exceeding in yearly value, the sum of One Thousand Pounds (Halifax) currency, and the same to sell, alienate, and dispose of, and others, in their stead, to purchase, acquire and hold for the use and purposes aforesaid; and the said Corporation may, by the said name, sue and be sued in all Courts of Law, or Equity, or other places whatever, in as large, ample and beneficial a manner, as any other body politic and corporate in this Province, and shall have power and authority to make By-laws, Rules and Regulations, not being contrary to this Act, or to the laws of this Province, or to any By-laws, Rules and Regulations now, or hereafter, to be made by the aforesaid Society of Friends, residents of the said Province, in the manner hereinafter mentioned. for the government and management of the said Institution and of the affairs and property thereof, and for all other purposes relating to the well-being and interests of the said Institution, and the same, to annul, alter, or repeal, from time to time, in such manner as shall be deemed necessary, or expedient; and any seven of the said Trustees, or of the survivors of them, if any of them shall die, while in office, shall and may, for all intents and purposes, exercise all the powers of the said Trustees.

Corporate powers.
Common Seal.

May acquire real property to a certain amount.
£1,000.

May sue and be sued.

Make By-laws

Quorum of Trustees.

II.—*And be it enacted*, That the affairs of the said Institution shall be under the management of the said Trustees and those now in office, that is to say, the said (Messieurs) Jonathan Ferris, William Garrett, Philip A. Dorland, Arnoldi Dorland, Vincent Bowerman, Edward B. Cronk, Moses White, Joseph Waring, Levi Varney, Stephen Garrett, Amos Bowerman and Thomas Clark, shall hold office until their successors shall be appointed by the aforesaid Society of Friends, or Quakers, and such Trustees shall be elected yearly at the principal Meeting of the said Society, to be held in each year in the District of Prince Edward, according to the By-laws, Rules and Regulations of the said Society, consisting of the resident Members of the Society residing in this Province, and the said Trustees and their successors shall respectively remain in office, as Trustees, during such time as shall be provided by the said By-laws, Rules and Regulations of the said Society

First Trustees appointed, and provision for the election of their Successors.

III.—*And be it enacted*, That all and every the Estate and Property, real, or personal, of the said Institution, at the time of the passing of this Act, and all debts due to, or rights, or claims, possessed by the said Institution, at the said time, shall be, and are hereby transferred to, and vested in, the said Trustees hereby constituted and appointed, and their successors in office, who shall, in like manner, be liable to, and for, all debts due by, or claims upon, the said Institution:

Property, etcetera, of the Institution vested in the Trustees.

Provided always, that a detailed account of the property to be holden by the said Institution, under the authority of this Act, and of the revenues arising therefrom, shall be submitted every year to each of the three Branches of the Legislature, during the first fifteen days of each Session thereof.

Proviso: Accounts to be submitted to the Legislature.

IV.—*And be it enacted*, That nothing herein contained shall affect, or be construed to affect, in any manner, or way, the rights of Her Majesty, Her Heirs, or Successors, or of any person or persons, or of any body politic, or corporate, such only excepted as are hereinbefore mentioned and provided for.

Rights of Her Majesty, etcetera saved.

V.—*And be it enacted*, That this Act shall be deemed a Public Act, and shall be publicly taken notice of, as such, by all Judges, Justices of the Peace, and other persons whatsoever. without being specially pleaded.

Public Act.

CHAPTER III.

THE HONOURABLE (SIR) JOHN A. MACDONALD'S DEFENCE OF
HIS UNIVERSITY BILLS OF 1847.

After the failure of the Honourable William H. Draper to carry his King's College University Bills through the House of Assembly in 1845, he made another attempt to do so in 1846, with every prospect of success, as he had, in each case, the promise of assistance from the majority of his supporters.* His failure, in both cases, to advance these Bills beyond the second stage in the House of Assembly, was a surprise to himself, and to most of his supporters from the rural constituencies. This was the more unexpected to him, especially from the fact that the adherents of the Presbyterian Church, in connection with that of Scotland, as well as those connected with the Wesleyan Methodist Church, were both very numerous in the country parts of the Province, and were practically united in favour of his University Bills in 1845, and also in 1846. That same denominational influence was exerted in the case of the Honourable John A. Macdonald's University Bills of 1847; and it was so felt and acknowledged by his immediate followers in Parliament. He was, therefore, encouraged to prepare University Bills somewhat similar to those of Mr. Draper; but they were, on the whole, simpler in form, yet they were quite as comprehensive.

SUMMARY OF THE PRINCIPAL PROVISIONS OF THE MACDONALD UNIVERSITY
SCHEME OF 1847.

The full text of the Macdonald University Bills is given on pages 4-6 of the First Chapter of this Volume; but the chief features of the entire Scheme may be summarized as follows:

First.—King's College was to surrender its Endowment.

Second.—King's College Charter of 1827 was to be revived, with modifications, making it a wholly Church of England University.

Third.—The Endowment of King's College was to be vested in five Trustees,—one to be named by the Crown, and one by King's, Queen's, Victoria, and Regiopolis Colleges, respectively. The Trustees were to be an Incorporated Body.

Fourth.—The present endowment of King's College was about £10,000, (or \$40,000), per annum, but, it may be assumed that it would increase to £15,000, (or \$60,000,) per annum. Of this £15,000 a year, £7,500, (or \$30,000,) were to be applied to University purposes, in the following manner:

King's College, (Church of England), to receive, with the College Buildings	
and College Grounds,.....	£3,000 per annum
Queen's (Presbyterian), to receive.....	1,500 per annum
Victoria, (Methodist), to receive.....	1,500 per annum
Regiopolis, (Roman Catholic), to receive.....	1,500 per annum

Total annual grants to these four Colleges.....£7,500, (\$30,000)

*See page 192 of the Fifth, and page 52 of the Sixth, Volume of this Documentary History

†See page 97 of the Sixth Volume of this History.

The remaining £2,500 (or \$10,000) would give £125, (\$500), a year to one Grammar School in each District. These Grammar Schools have already £100 (\$400) per year, from the Consolidated Revenue Fund, so that each Grammar School would at once have £225, (or \$900,) per annum. Besides, instead of the present unproductive School Lands, the Government would, according to their promise made in 1835, give a similar number of acres of the best and most available lands of the Crown in exchange. This would, in a very short time, generate a fund of from £4,000, (\$16,000,) to £5,000 (\$20,000) and out of this it was proposed to take £2,500, (\$10,000,) a year and add it to the Grammar School Endowment Fund. Each Grammar School would, therefore, receive annually, including rent, about £500, (\$2,000.)

The remainder of the School Land Fund would be expended, *first*, in giving £500, (\$2,500,) to each Municipal District which would contribute £250, (\$1,000.) These two sums, combined, would build a commodious Grammar School House. Then, *secondly*, in establishing a Model Agricultural Farm, with a practical Agricultural Master, in the vicinity of each Grammar School, for the instruction of the scholars. Such Master to be paid a moderate salary, and receive the profits of the farm. *Thirdly*. To establish additional Grammar Schools in Upper Canada, as soon as the funds will permit.

The surplus of the revenue of the King's College Endowment above £10,000, (\$40,000,) per annum, is to be funded, and placed at the disposal of the Legislature, for the endowment of other Colleges, which might arise, or for the encouragement of General Education.

REPUDIATION BY DOCTOR STRACHAN OF THE UNIVERSITY ARRANGEMENT MADE BY HIM WITH THE HONOURABLE JOHN A. MACDONALD.

The foregoing are the main features of the University Bills, which were submitted to the House of Assembly by the Honourable John A. Macdonald in 1847.

Before doing so, however, Mr. Macdonald communicated with Bishop Strachan, as President of King's College, to ascertain whether, or not, the scheme in its general outline, would be satisfactory to him.

In this scheme, as projected by Mr. Macdonald, it was proposed to constitute King's College as a Church of England Institution, and to endow it with an annual grant of Twelve Thousand dollars, (\$12,000,) a year, out of the original University Endowment. It was also proposed to secure to the King's College Corporation, as newly constituted, the College Site and Buildings in perpetuity, as they then were.

Doctor Strachan assured Mr. Macdonald that with this University Scheme as explained to him, he was satisfied. So the Bills, as thus agreed to in their main features, were introduced by Mr. Macdonald, and submitted by him to the consideration of the House of Assembly.

In the meantime, adverse influences against the Scheme were at work in the counsels of the friends of King's College, and in various other quarters. It was held by the Council of King's College, that, as, the party in possession, larger inducements—in the shape of a grant for new University Buildings—should have been held out to them. However, the effect of this adverse action and opinion, and, possibly, of other influences, was that Doctor Strachan withdrew his consent to the proposed arrangements, and, as a consequence, the University Bills ceased to be acceptable to Mr. Macdonald's friends in the House of Assembly, who were also his political friends as well. The result of this defection on the part of Mr. Macdonald's friends in the Legislature,—not to speak of a strong hostile movement against the whole University Scheme, on the part

of a large section of the outside public,—was, that the Bills did not even reach a second reading in the House of Assembly, but were withdrawn by their projector before they reached that stage.*

By this act of the Bishop and the friends of King's College, the chances of making a purely Church of England College in Upper Canada, supported out of the funds of the original King's College, were, as events proved, forever lost to that Church; and, as a necessary consequence, a prolonged and vigorous effort had to be subsequently made, to establish such another Church of England Institution, under the style and name of Trinity College in Toronto.

SIR JOHN MACDONALD'S ACCOUNT OF DOCTOR STRACHAN'S WITHDRAWAL FROM THE UNIVERSITY AGREEMENT MADE WITH HIM.

In the "Memoirs of Sir John A. Macdonald" by his confidential Friend and Private Secretary, Mr. Joseph Pope, the story of this personal episode in the history of the continued failure in University legislation, from 1843 to 1849, is thus given by Sir John Macdonald himself. Mr. Pope mentions the circumstances under which the conversation, which he narrates, took place. He says:—

Driving up with Sir John Macdonald to the University of Toronto, to receive his degree of LL.D. in 1889, he spoke to me as follows:

When I entered the Government in 1847, the University of Toronto was called 'King's College,' and was altogether a Church of England Institution, largely endowed by the Government with (Crown) Lands.

The Administration, of which I was a Member, proposed to Doctor Strachan,—who was then at the head of King's College, that the College (endowment) property should be taken over by the Government, who would allow the Managers Twelve Thousand dollars, (\$12,000,) per annum for the Church of England College, and Six Thousand dollars, (\$6,000,) a year to each of the other Colleges,—Queen's College, Kingston, Presbyterian; Regiopolis College, Kingston. Roman Catholic; and Victoria College, Cobourg, Wesleyan.

Doctor Strachan agreed to this; and I introduced the Bills. They were going through the House when Doctor Strachan drew back. He wrote to Mr. William H. Boulton, M.P. for Toronto, to say that he withdrew his consent to the arrangement.† The Bills accordingly fell through.

The General Elections came on soon afterwards, and the Government was defeated. Messieurs Baldwin and Lafontaine came into power, and, in 1849, passed an Act secularizing King's College and the property which became the University of Toronto, as it is to-day. The Church of England lost every sixpence in consequence; and Doctor Strachan had to go home to England; and, after infinite trouble, succeeded in raising £10,000, (\$40,000), with which he founded the present Trinity College, which has been in a 'hard-up' condition ever since.‡ Sir John added that, in his opinion, . . . Bishop Strachan's obstinacy cost the Church of England, "in this particular instance, \$12,000 a year for ever."—(MEMOIRS, Volume I., page 54.)

*Mr. Pope, in his personal references to this episode of the agreement between Mr. Macdonald and Doctor Strachan, and its repudiation by the latter; and also, in Mr. Macdonald's explanatory Speech, in regard to the withdrawal of his University Bills of 1847, (given in another part of this Chapter), enters fully into a defence of the principles on which these University Bills were founded. He maintains that he made an honest effort to settle a very troublesome question.

†I have failed to procure a copy of this Letter.

‡Having been desirous to obtain permission to insert in this History Sir John Macdonald's account of this proceeding on the part of Bishop Strachan, to obtain further information in regard to it, I wrote to Mr. Pope on the subject. He was kind enough to reply as follows: "You are quite at liberty to insert in your Book the remarks of Sir John Macdonald on the University Bill as they appear on page 54 of his 'Memoirs.' I have not the Letter to Mr. Boulton, or I should be glad to let you have it."

"Sir John's remarks were addressed to me, as we were driving along the streets of Toronto. He spoke earnestly, and seemed to attach so much importance to them, that when I got back to the Hotel, I wrote them down, so they are very nearly, if not quite, verbatim."

On the next page of the "Memoirs," Mr. Pope writes as follows:—

The University Bills introduced by Mr. Macdonald found much favour in the Country, and many Petitions were received in their support. To the Roman Catholics, Presbyterians and Methodists, they commended themselves, as a final settlement of this long-standing source of dissatisfaction, on terms fair and just to all Denominations. Many prominent Church of England men were prepared to accept it, as the best arrangement that could be made, under the circumstances; but the sudden change of front, on the part of Doctor Strachan, awakened an opposition in the ranks of the Government's supporters which proved fatal to the Measure, and the Bill was withdrawn, without reaching a second reading. *Ibid.* page 55, Volume I.

WHY DID DR. STRACHAN WITHDRAW FROM HIS AGREEMENT WITH MR. MACDONALD, IN REGARD TO HIS UNIVERSITY SCHEME?

I have sought in many quarters to obtain a copy of Doctor Strachan's Letter to Mr. W. H. Boulton, "withdrawing," (as Sir John Macdonald states, in the "Memoirs," just quoted,) "his consent to the (University) arrangement;" but I have been entirely unsuccessful. *The Church* newspaper, however, of the 23rd of July, 1847, three days before the Macdonald University Bills were withdrawn in the House of Assembly, spoke, no doubt, with authority on this subject, when its Editor said:—

The great defects of the present University Measure are the constitution of the University Endowment Board, which must engender discord;—the injustice of cramping the progress of King's College, by restricting her forever to the allowance of £3,000 per annum; and the want of provision for the erection of suitable buildings—and the crippling of the efficiency of Upper Canada College, by withdrawing the means for her support, and what is almost worse, by imposing on her such a Board as that, under whose management it is proposed to place her.

The Editor then significantly adds,—

If these defects are removed, by giving to King's College, for her exclusive use and management, a portion of her endowment, at present producing £3,000 per annum; and adequate means for building, with her grounds, apparatus, etcetera, by securing the continued efficiency of Upper Canada College, as an Intermediate Establishment between the District Grammar Schools and the University, and by exempting both from the pestilential influence of political intrigues, we have but little doubt that the Church, though deprived of her due, would yield to the Measure for the sake of peace, with the same un murmuring acquiescence with which she submitted to the settlement relative to the Clergy Reserves.

In other words, if a special additional grant for new Buildings, and for Apparatus, etcetera, had been proposed, the consent of the Bishop to the scheme of Mr. Macdonald, as originally outlined by him, would, no doubt, not have been withdrawn.

As *The Church* newspaper was the accredited organ of Doctor Strachan, and of the friends of King's College, this arrangement of the proposed University settlement of 1847, it may be assumed that its Editor spoke "with authority" the sentiments of the Bishop, and others, on this subject.

In addition to the objections made by the Editor to the Macdonald University Bills of 1847, he put forth, no doubt, by the same authority, certain claims on behalf of King's College, which may have been those urged on the Government by Doctor Strachan, as President of King's College. The refusal to entertain them, (of which the Bishop may have been apprized), may have decided him to withdraw

the consent, which he had hitherto given to the scheme. It is only on some such hypothesis, that the Bishop's singular proceeding in this matter can be explained.

In addition to the extracts which I have already given from Mr. Pope's "Memoirs of Sir John A. Macdonald," in regard to his University Bills of 1847, I have also obtained permission from Lieutenant-Colonel J. Pennington Macpherson, to insert extracts on the same subject, from his "Life of Sir John A. Macdonald," as follows:—

One of the most, if not the most, important of the Bills brought forward by the Government in 1847, was the University Bill, and it was placed in charge of Mr. John A. Macdonald, who introduced it in an able speech on the 9th of July. Its object was to settle the long vexed question of the University of King's College, and its provisions were very clearly set forward in the opening remarks of Mr. Macdonald, the Receiver-General.

Owing to the opposition presented to the Bill, it was not found possible to carry it through its various stages before the adjournment of the House, which took place in another fortnight. Its provisions, however, commended themselves so fully to various classes of the community that Petitions were adopted by different Religious Bodies for transmission to the House of Assembly. The Methodists based their approval of the Bill on the ground—

"That, during that period of the education of youth, when they are necessarily separated from the parental care and Public Worship of their own homes, provision should be made for the proper care of their moral and religious instruction, as well as secular learning, and that any system of Education which divests the authorities of a College, and the course of instruction of the attributes and character of Christianity, must be a source of unspeakable evil, instead of good."*

The Roman Catholic Bishop and Clergy of the Diocese of Kingston held a Meeting and passed an Address to their co-religionists in Upper Canada, urging upon them the support of Mr. Macdonald's University Bill, and announcing that a Resolution on the subject had been adopted in convocation. (See page 59 of this Volume.)

This University Bill was regarded by the Ministry as of such paramount importance that they decided to dissolve the House and go to the country. It had agitated the Province for a long series of years, and assumed an importance which could not attach to any other question. On it, therefore, the Government decided to stand or fall, leaving it to the people to say what position they occupy in the future.*—(*Life of Sir John A. Macdonald*, Volume I. pages 111, 112.)

THE HONOURABLE JOHN A. MACDONALD'S EXPLANATION, AND DEFENCE, OF HIS UNIVERSITY BILLS OF 1847.

Lieutenant Colonel J. Pennington Macpherson, in his "Life of Sir John A. Macdonald," quotes from his Speech after the dissolution of the House of Assembly in 1847, the following passages, in which Mr. Macdonald defends the principles on which his University Bills of that year were based. He said:—

When the University Bill of 1847 was brought in he was told, that so important a Measure should not be decided without a direct appeal to the Country, and the assertion was made that Ministers dare not submit their scheme to such a test; but the dissolution of the House and the appeal to the Country were their answer. That question was now fairly before the Country and they claimed the support, or the opposition of the people of Upper Canada on that Bill.

King's College was, undoubtedly, a noble Institution, an ornament to the Country, and one of the best Schools of Learning on the Continent. That was generally admitted, yet, he held, that it did not afford those facilities for education which it was very evident that the great body of the people of Upper Canada desired. The necessity of sending all of our youth to Toronto to obtain the advantages of a University education formed a great barrier to the utility of the system.

* These Petitions are given in a subsequent Chapter of this Volume. See pages 54 and 64.

THE BALDWIN AND DRAPER UNIVERSITY BILLS OF 1843, 1845 AND 1846.

Mr. Baldwin, during his administration, introduced a Bill in 1843 to change the character of King's College; but that Bill did not propose to remedy what was really the evil. It proposed to establish a great "Godless University," in which it was intended to teach men everything, but that which it most concerned them to know, that was, that religious morality which formed at once the bond of social union in this life, and was, in some measure, a preparation for that hereafter. The attempt hitherto made to create and maintain such Institutions had been very few in number, and they had failed; on this Continent, Girard College, in Philadelphia, was the only Institution which formed an exception to the rule, that Educational Establishments are under the guidance of some one Religious Denomination, Mr. Baldwin's Bill failed to pass, as did likewise the Bills introduced by that Gentleman's successor, Mr. Draper.

He, (Mr. Macdonald,) had supported Mr. Draper's Bills through two Sessions of the Legislature; but the discussion, to which these Measures had given rise, convinced him that a Bill, materially different, was required to satisfy the people of the Country; and, when he came into the Government, he applied himself to the maturing of a Measure which would, in his opinion, suit their requirements. He felt, indeed, that unless the question was so settled; unless the settlement was such as to command the assent of the great mass of the people, there would be no peace; and he entered upon the task in that spirit. He felt that, in proposing a Measure, he had some personal advantage, in not having been previously, in any way, mixed up with parties, and, as a Presbyterian, he would not be considered as having an undue partiality to those, in whose hands the University of King's College at present was placed. And when he had matured that Bill, which was now before the people, and had presented it to Gentlemen in the House connected with the Church of England, he was pleased to say it to their credit, that, although, of the Members of the House representing Upper Canada, upwards of thirty were attached to the Church of England, although that Bill proposed to take from them an income now amounting to £11,000, and one which in five years will amount to £16,000, and gave them in lieu thereof but £3,000, they readily assented, for the sake of peace, to a settlement upon that basis. He then consulted others. The Reverend Alexander Macnab, the Principal of Victoria College, who was then in Montreal, at once gave his approval of the plan, observing, however, that, from their numbers, the Methodist Body was entitled to a somewhat larger endowment. He, (Mr. Macdonald,) also met the Roman Catholic Bishop of Kingston, who likewise gave the scheme his approval. He further wrote to the Synod of the Canada Presbyterian Church, (in connection with that of Scotland), and Resolutions in favour of the professed plan were adopted by that Body. He had thus obtained an expression of opinion from Representatives of the four existing Colleges in favour of his Bill. Had he not a right, then, to anticipate that the Measure would be acceptable to the majority of the people of Canada?

It had been said, that other Bodies of Christians than those named, (not then having Colleges), were excluded from participating in the benefit of the Measure. He most solemnly declared that no such exclusion was intended, or existed. The Bill distinctly provided for giving proportionate assistance to other Colleges, as they should arise, and place themselves in a position, by means of Charters, to participate in the University Endowment. As the University Bill was the great question before the Country, he was the more anxious that the people should give it their most serious consideration, and he was, moreover, anxious that he should not be misunderstood.

The distinction, then, between the University Bill which he had introduced for the settlement of the University Question, and those of 1843, 1845 and 1846, which preceded it, was, that, while the latter designed only one great Institution at Toronto, inaccessible to the great body of the people, he, (Mr. Macdonald,) aimed at placing the advantages of a University Education within their reach. People, he knew, would much prefer having their sons educated under their own surveillance, than to send them from all parts of the Province to Toronto, and maintain them there at a great expense. He was desirous also of having a more regular graduation in the System of Education than existed at present. It was true that there existed District Grammar Schools, but, with the miserable pittance allotted to them, it was not to be expected that they would be of much positive advantage to the Country. Under the best possible direction they could ill supply the wants of each Municipal District. It was more than any one man could do in a Grammar School to impart effectively such an Education as was designed when the original endowment of Grammar Schools was made, and there, consequently, existed a very wide gap between these Schools and the University. He proposed to lessen this. The University Measure before the Country embraced the establishment in each Municipal District of a Grammar School, with a fund sufficient to maintain in it four Masters. In such an Institution, an education could be obtained equal to that which has fallen to the lot of the greater number of public men in Canada at the present day; and the facilities for such an education would be almost at every man's door.

Then it has been justly urged, that with only one University, as proposed by Mr. Baldwin in 1843, the son of the poor man would be literally excluded from the higher walks and pursuits of life, for the poor man could not afford to send his son to Toronto for the purpose of receiving a University Education. How did Ministers meet this objection? Did they propose to continue this system, as some of these did, who were fond of crying "justice to all classes?" No. There are now twenty-two Municipal Districts in Upper Canada, and, in a short time, there will be twenty-four. It is proposed that, at the annual examination in each of these District Grammar Schools, the two scholars who shall prove their superior attainments shall be sent to the University of their choice—one of the four—and educated at the public expense. Thus, for instance, if the youth belonged to the Church of England, he would prefer King's College, and be sent there; if a Roman Catholic, he would desire to go to Regiopolis College; if a Presbyterian, to Queen's College; if a Methodist, to Victoria; and in like manner with reference to other Colleges, which may be established. This looked a little more like "justice to all classes" than the establishment of one great Institution, under circumstances which would amount to the virtual exclusion from it of the poorer classes of society. And it could not be justly said that the son of the Farmer, or the Mechanic, should be excluded; that higher education should be confined to high rank,—for some of the brightest names on the pages of the world's history were those of men, who, by the force of genius, rose from the lowest to fill the highest stations in society.

But Ministers have gone yet further in their endeavour to bring education within the reach of the mass of the people. We are all used to look upon the pursuits of Agriculture as of the highest importance; we speak of the Farmers as forming the "bone and sinew" of the Country; yet, it is well known that few are acquainted with Agriculture as a science. Of the importance of its study, as such, however, there cannot exist a doubt. But, how is such a description of knowledge to be obtained? How many Farmers are there in the Country who could send their sons to Toronto to study Agricultural science under the direction of a Professor? Perhaps not a dozen. But the University Measure now before the Country embraced the institution of a Model Farm and School in the neighborhood of every District capital Town under the direction of a scientific man, where a scientific knowledge of Agriculture would be imparted to the youth who attend it, as well as a good practical education. Such was the nature of the University Measure which Ministers had submitted to the consideration of the people of the Country, and by their verdict upon its fitness, or unfitness, he repeated, they were ready to stand, or fall." *Life of Sir John A. Macdonald*, Volume I., Pages 113-117.

CHAPTER IV.

PROCEEDINGS OF REPRESENTATIVES OF RELIGIOUS DENOMINATIONS ON THE UNIVERSITY QUESTION, 1847.

Before and after the Honourable John A. Macdonald had introduced his University Bills into the House of Assembly in 1847, a great deal of discussion took place outside of the Legislature, on the merits of the Bills themselves. These discussions were held at Public Meetings in various places—such as Montreal, Toronto, Hamilton and London. A brief account of the proceedings at these meetings will be given further on.*

The expression of opinion of the Speakers at these Meetings was mostly adverse to the principle of Endowment distribution, on which the Macdonald University Bills was chiefly founded.

The Representatives of the four Denominational Colleges, on the other hand, took friendly action in favour of this scheme, and embodied their views, (1), in

*I have, with much difficulty, obtained copies of the reports of the more important of these Proceedings, and have embodied them, as educational records of the time, in this Documentary History. I have, however, only inserted, on subsequent pages of this Volume, those which appeared to be of special, or of general, public interest.

the form of Petitions to the Legislature ; (2), in the shape of addresses to their adherents ; or (3), elaborated them in a series of Resolutions, adopted at Meetings called for that purpose.

In addition to these proceedings, on the part of the friends of the Denominational Colleges, the subject was being constantly agitated in the organs of the Denominations, not having Colleges of their own, and in what is known and designated as the "Secular Press."

I. THE CHURCH OF ENGLAND :—REPRESENTING KING'S COLLEGE.

With a view to obtain an authentic and formal opinion, from the Council of King's College on the proposed University Bills of 1847, (prepared by the Honorable John A. Macdonald,) for introduction into the House of Assembly, the Honorable John Hillyard Cameron addressed a Letter to the Reverend Doctor McCaul, Vice-President of King's College, on the subject. At a Meeting of the College Council, held on the 13th of July, 1847, that Letter was read, as follows :—

I am authorized by the Executive Government to inform you that it is their intention to submit to Parliament a Measure on the subject of King's College,—the principle of which will be the Division of the Endowment, and the repeal of the Statute of 1837, under which that Institution is now managed.*

It is proposed that the Endowment shall be invested in a Board of Trustees, consisting of six persons,—one to be named by each of the Colleges sharing in the Endowment, videlicet : King's, Queen's, Victoria and Regiopolis, Colleges, the Principal of Upper Canada College *ex officio*, and a Chairman to be appointed by the Government.

These Trustees are to have nothing to do with the Regulations, or Management, of the Colleges, but only with the care and investment of the University funds. That King's College shall receive Three Thousand pounds, (£3,000,) a year, and each of the other Colleges, Fifteen Hundred pounds, (£1,500) ; King's College retaining her Buildings and Grounds attached to to them—her Library and Philosophical Apparatus, and reverting to her old Charter, except that her Chancellor and President will be elected by Convocation, and the number of Members of Council will be reduced.

A School of Medicine will be established in Toronto, in which there will be Lectures on the same subjects as are now lectured on in the University ; and the Certificates of that School will be received at all the Colleges, and entitle the students, conforming to the other Regulations of the various Colleges, to take their Degrees in Medicine at any of those Colleges. Upper Canada College will have its own endowment, and will also be the Grammar School of the Home District. Its debt to King's College will be cancelled, and its management placed in a Board of five Members, composed of the Principal and Senior Master, the Mayor of Toronto,—the Warden of the Home District, and the Judge of the District Court. Two Thousand, Five Hundred pounds, (£2,500,) a year will be paid to the District Grammar Schools,—each of which will be entitled to send, every second year, one boy to any one of the Colleges to be educated free of tuition fees ; but no College shall be required to have more than six such students at any one time. The surplus of the annual income of the Endowment, if more than Ten Thousand pounds, (£10,000,) will be invested for purposes connected with learning.

The existing Colleges will be the first charge on this Fund, and then the Grammar Schools.

The Toronto General Hospital will also be expressly opened to the School of Medicine ; so that none of the difficulties that have hitherto existed, in the attendance of Medical Students at that Institution, will be likely to arise hereafter.

Such is the plan which is proposed ; and you will be pleased to submit it at once to the College Council for their opinion upon it, which I shall be obliged to you immediately to communicate to me.

* A copy of King's College Charter Amendment Statute of 1837 will be found on pages 88, 89 of the Third Volume of this Documentary History.

I believe that this settlement of this long *vexata questio* will be most acceptable to the Country, and under it, that King's College will assume a position, which, I feel convinced, will make her known hereafter as the University of Canada.

TORONTO, 7th of July, 1847.

J. HILLYARD CAMERON.

The following is a copy of the reply sent by the King's College Council to this Letter:—

I have the honour to acknowledge the receipt of your note of the 7th Instant, and, at the same time, to acquaint you, that I have submitted it to the King's College Council, at a Meeting which was held to-day.

The Council entered on the subject with the most anxious desire to acquiesce in any arrangement, whereby the University might be placed on a firmer basis, and the benefits which it affords be more generally appreciated and enjoyed. Although they are persuaded that the Institution has been conducted with the most watchful regard to its interests, and the most close conformity to the provisions of the Royal Charter of 1827, and the Provincial Statute of 1837, amending the same, yet they would gladly assent to any modification, which might have the effect of disabusing the public mind of any prejudice existing relative to its Constitution, or Management, and which might thus increase the usefulness of the Establishment. But they are not prepared, nor do they feel that they are at liberty, to assent to any alienation of the property committed to their charge. As Trustees of King's College, they cannot sanction any application of the Fund to other purposes, than those for which they were intended.

They beg leave, therefore, to state, that they are opposed to the principle of the Measure, which is about to be submitted to the Parliament relative to King's College, *videlicet*, a Division of the Endowment.

OBJECTIONS OF KING'S COLLEGE COUNCIL, TO THE MACDONALD UNIVERSITY BILLS OF 1847.

Even if the Council felt at liberty to acquiesce in the principle of the proposed Measure, they have serious objections to its details, as noticed in your communication.

I. They have ascertained that the estimate of the annual income of the University is too high; and that instead of Ten Thousand pounds, £10,000 per annum being available for the contemplated purposes, there would not remain Nine Thousand pounds, (£9,000), after making the necessary deductions.

II. (1) They cannot anticipate any beneficial result from the establishment of the mixed Board of Trustees, under whose management it is proposed to place the Endowment. Each University should, in their judgment, have the management of its own portion.

(2) It must also be borne in mind, that no provision is made for the expenses of management, under this Board, which would probably not be less than they are at present under the Council, *videlicet*, upwards of One Thousand pounds (£1,000). It appears then that the amount remaining for division would be less than Eight Thousand pounds (£8,000).

III. (1) The allowance of Three Thousand pounds, (£3,000,) for the support of the departments in King's College, and all the incidental expenses, they regard as inadequate. Nor is any provision made for erecting the Buildings.

(2) The source from which funds for supporting the School of Medicine are to be supplied, is not stated.

(3) With respect to the proposed reversion to the original Charter, the Council are of opinion that there are some provisions which would not be beneficial to King's College University, under its changed circumstances. Nor can they think that the mode proposed for the appointment of President will be likely to work well. Experience has shown that where Heads of Colleges, or Halls, are thus elected, the preference is generally given to the lax disciplinarian.

IV. (1) The Upper Canada College could not be conducted on its present efficient scale from the proceeds of what remains of its Endowment, even with the Dues paid by the Pupils—and the portion of the Grammar School Fund to be appropriated to it.

(2) Nor is the Board of Management so composed as to warrant the expectation of its being a benefit to the Institution.

(3) It does not seem reasonable that the debt of Upper Canada College, due to King's College, amounting (if interest be included) to about Sixty Thousand pounds, (£60,000), should be cancelled without some addition, in lieu of that debt, to the University Endowment.

V. (1) Although the improvement of the District Grammar Schools is a very desirable object, yet the funds intended for the support of a University should not be applied to that purpose, particularly as the allowance to the four Universities, to whose support it is proposed to apply the Endowment, is insufficient, and the Grammar Schools have an Endowment of their own, besides an annual Parliamentary grant.

(2) The existing arrangements as to Scholarships are on a more liberal scale, and, in the opinion of the Council, more likely to be beneficial to the Grammar Schools, than those which it is proposed to adopt.

VI. (1) They think it also right to direct attention to the omission of any provision for existing interests, which may be most injuriously affected by the proposed changes.

(2) The Council have thus stated their views on the important subjects on which you desired their opinion, with that frankness which it was their duty to use.

(3) Although they cannot concur in the judgment which you have formed of the advantages of the proposed arrangement, they are fully sensible of the interest which you feel in the prosperity of the University, and are persuaded that, if you advocate the Measure, your advocacy will be based upon a conscientious conviction that it is for the benefit of the Institution, and of the Country.

(4) The Council cannot forbear expressing their disappointment that the Communication on the subject was made at so late a period, as to preclude the possibility of their views being made known before the introduction of the Measure into the House of Assembly.

TORONTO, 13th July, 1847.

JOHN McCaul, Vice-President.

CHARACTERISTICS OF THIS REPLY FROM THE KING'S COLLEGE COUNCIL.

It will be noticed that the foregoing reply is the opinion only of what a few, (five), Members of the King's College Council assumed to be the interests of the College, which, in their judgment, would be injuriously affected by Mr. Macdonald's proposed University legislation.*

At this Meeting, the well being of King's College was alone considered. As to whether the proposed legislation might, or might not, promote the educational interests of the Province at large, or would lead to a settlement of a very troublesome question, was not even discussed at the meeting in any form.

The Reply further lacked an element which Doctor Strachan invariably and skillfully imported into all his statements and addresses on this subject,—and that was a sort of statesman-like outlook as to the future, and as to how University education would be affected by the various schemes of University reform then advocated. He had the faculty of showing, from his standpoint—no matter who may have differed from him—that what he advocated was, in reality the best thing for the country.†

*The only persons present at the Meeting of the 13th of July, at which the Letter of Mr. Cameron was read, and to which the reply was agreed to, were the Reverend Doctors McCaul and Beaven, Professors Croft and Gwynne, and Principal Barron.

†It is a noteworthy fact that neither at this, nor at preceding, Meetings of King's College Council, (from the 6th of April, 1847, to the 19th of February, 1848,) did Doctor Strachan attend. I can only account for this prolonged absence of nearly a year from these Meetings, on the part of Doctor Strachan, by assuming that he and the Council held very different views in regard to University matters. In the interval, he promised to accept Mr. Macdonald's University Bills; but after the King's College Council's reply,—to which he was not a party,—was sent to Mr. Cameron, he withdrew his consent to accept the Bills as a settlement of the question. His taunt at the promoter of the legislation, uttered in his "History of King's College," written in 1850, was unworthy of him. He said: "The Conservatives made another attempt in 1847, which though, in some respects, better, because there are degrees of evil, was nevertheless liable to the most serious objections."

It is more than likely that Doctor Strachan's absence from this and other Meetings of King's College long before, and long after, Mr. Macdonald introduced his University Bills into the House of Assembly, may have been caused by his then proposed retirement from the Presidency of King's College, and may account for the singular episode, (narrated in the preceding Chapter), of the Bishop's withdrawal from the promise, which he had personally made to Mr. Macdonald, to accept these Bills as a settlement of the University question.

II. WESLEYAN METHODIST CHURCH :—REPRESENTING VICTORIA COLLEGE.

The most active and energetic of the forces arrayed in favour of the Macdonald University Bills of 1847, was the Victoria College Representatives of the Wesleyan Methodist Church, as it was then designated.

By Public Meetings, by appeals, and by official expositions of these University Measures, the Executive and leading Members of this Church sought to influence their Church Members generally, and also public opinion, in favour of the proposed settlement of this question. In this they were no doubt influenced by what they regarded as an equitable division of the imperial endowment,—first, the District Grammar Schools, and, afterwards, (as they held that it was provided for in the original grant of 1797), to “other Seminaries, [not Seminary, as had been alleged], of a larger and more comprehensive nature,”* such as Victoria College.

The following documents appeared the official Organ of the Wesleyan Methodist Church during the month of July, 1847, in which the Macdonald University Bills were before the House of Assembly. The more important of these papers were from the pen of the Reverend Doctor Ryerson, who almost invariably prepared all the official papers of the Methodist Conference relating to Educational, and other, matters.

I. METHODIST OFFICIAL EXPOSITION AND DEFENCE OF THE MACDONALD UNIVERSITY BILLS OF 1847.

The Macdonald University Bills were laid before the House of Assembly on the 9th of July, 1847, and, on the 26th of that month, they were withdrawn. In the meantime they were discussed extensively in the Provincial Press,—religious and secular. On the 21st of July an exposition and defence of these Bills appeared in the *Christian Guardian*, the official Organ of the Wesleyan Methodist Church in Canada. It was afterwards published in a special extra form,

*See page 17 of the First Volume of this Documentary History. These “Seminaries of a larger and more comprehensive nature” were, in the original Imperial Grant of 1797, declared to be, “for the promotion of Religious and Moral Learning, and the study of the Arts and Sciences” This twofold duty no one pretended that the Grammar Schools could perform. It was, therefore, provided, by the terms of the original Grant of Lands, in 1797, that this should be done by “Seminaries of a larger and more comprehensive nature,”—such as the Colleges which were established in Upper Canada, for this very purpose.

for general distribution, under the title of "Reasons for supporting the University Measure, in respect to Denominational Colleges.—Objections Answered."

This elaborate exposition and appeal, (made in July, 1847,) was afterwards republished in November of that year, in order that the friends of Victoria College should the more fully understand the nature of the University Question, as it was then being considered and discussed in the Country, just before the General Election, —which was then impending. An extended Sketch of the "History and Objects of the original Imperial Endowment of Higher Education" was also published in July, and an abridged "Summary" of it subsequently.

I do not insert either of these documents, as all the facts connected with the granting of the original endowment of Lands for educational purposes, in 1797, are fully set forth on pages 16—23 of the First Volume of this Documentary History.

It is, however, worthy of special remark, in this connection, that the original request of the Legislative Council and of the House of Assembly of Upper Canada in their joint address to King George the Third, dated 3rd of July, 1797, was for a grant of the Crown Lands for——

"The establishment of a respectable Grammar School in each District, and also for a College, or University."

This request of the Legislature—for "Grammar Schools," and "a College, or University", was not granted in these express terms, but the object, or purpose, of the proposed grant was greatly enlarged, as specified in the Duke of Portland's Despatch of the 4th of November, 1797, so as to include not only

"The establishment of Grammar Schools," but also "of other Seminaries of a larger and more comprehensive nature."

That is, as was interpreted by Sir John Colborne, in his Message to the House of Assembly, on the 17th of December 1832, to mean "Grammar Schools and Colleges"—not "a College, or University," as were asked for by the Canadian Legislature in July, 1797.* These facts should be specially noted, as they had an important bearing on after discussions on the subject.

In most of these discussions, on the University Question, in 1847, the wide distinction between the terms of the original grant of Crown Lands, as asked for by the Legislature, and as made by the King, in 1797, was either lost sight of, or ignored, and, as a consequence thereof, a false issue was raised, in opposing the University Endowment partition Measure of the Honourable John A. Macdonald.

In the following exposition and defence of Mr. Macdonald's University Scheme, Doctor Ryerson clearly notes the difference between the terms of the original grant, as asked for, and as made; and, on that fact, he largely based his argument in favour of the proposed partition Scheme." He points out that——

* See pages 101 of the Second Volume of this History.

Had the intentions of His Majesty been carried out, Upper Canada would this day enjoy a lofty pre-eminence among the Colonies and Countries of the World, on account of the educational advantages bestowed upon her sons. The means of securing, in the language of the Duke of Portland's Despatch of the 4th of November, 1797,* "sound learning and a religious education," would be within the reach of the youth of the most limited abilities in the Land; and, long ere this day, would an abundant return have been presented in the moral, religious, and educational superiority of Canadians. But unrighteously has a large portion of these lands been alienated, and with the most amazing prodigality thousands of acres have been granted to favoured individuals, who have been enriched at the expense of the Educational Interests of the Province †

In discussing the merits of the Macdonald Partition Scheme for settling the University Question, in preference to employing the remnant of the original Endowment for the support of one Provincial University, it must not be forgotten that the Partition Scheme harmonizes with the original design of the Imperial Grant of 1797, while, in no particular, does the latter method agree with that design. The Duke of Portland expressed His Majesty's design, in making the grant, to be

"The establishment of Grammar Schools in those Districts, in which they are called for, and, in due process of time, the establishment of other Seminaries of a larger and more comprehensive nature, for the promotion of religious and moral learning, and the study of the Arts and Sciences."

How little regard was paid to the intentions of His Majesty may be inferred from the fact, declared by the House of Assembly in 1831, that although upwards of thirty years had elapsed since the time His Majesty assented to the appropriation, not one Free Grammar School had been established. We quote a portion of the Address of the House to the King on the occasion referred to:

"We, your Majesty's most dutiful and loyal subjects, the Commons of Upper Canada, in Provincial Parliament assembled, most humbly approach your Majesty, to represent that, in the year 1797, Your Majesty's Royal Father was graciously pleased to communicate to the Government of this Province, in answer to a joint address of the Legislature, His Majesty's intention to set apart a certain portion of the waste lands of the Crown as a fund for the establishment and support of a Free Grammar School" in those Districts in which they are called for, and, in due process of time, to establish other Seminaries of a more comprehensive nature," for the promotion of religious and moral learning, and for the study of the arts and sciences.‡

That, although more than thirty years have elapsed since His Majesty made this gratifying communication, it does not appear that even one Free Grammar School has been endowed from these Lands, or any other Seminary established out of that reservation."

The shameful mismanagement of the Endowment has been the subject of reiterated complaints; and, although, but a wreck remains of the princely provision made in 1797 for educational purposes in Upper Canada, still there is a sufficiency remaining, which, with good management, may be even yet of unspeakable advantages to the youth of the Province.

The period we believe has fully arrived when it will be found that the Episcopalians can no longer exclusively retain, for their own Denominational interests, an Endowment designed for the Province of Upper Canada at large. Upon this point, an overwhelming majority of the inhabitants of the Country agree. But, the same unanimity, we regret, does not manifest itself when the question of having one College, or several Colleges, sustained by the Endowment is proposed. We cannot, however, but believe that a majority will be found in favour of the Partition Scheme,—inasmuch as that not only appears to be in accordance with the intention of George III, when setting aside Lands for the Endowment, but also the only practicable scheme by which all the youth of the Country may share alike in the advantages of the Endowment.

DOCTOR RYERSON'S REASONS FOR SUPPORTING THE MACDONALD UNIVERSITY MEASURE.

The Partition Scheme for the settlement of this great question was introduced into the House of Assembly in July by the Honourable John A. Macdonald; . . . [Then follows a synopsis of Mr. Macdonald's Scheme, which is here omitted, but which will be found on pages 32, 33 of this Volume.]

1. If it were a mere question of justice between the Episcopal and Wesleyan Churches, we should pronounce the Ministerial Measure unequal and unjust. In no respect is the Wesleyan second to the Episcopal Church in labours and usefulness in Upper Canada; . . . She excels in the number of her Clergy and Congregations. But we confess that, neither the Episcopal, nor the Wesleyan Church, as such, has any right to any part of the Endowment. They have a

* Volume One of this History, page 17.

† See page 103 of the Second Volume of this Documentary History.

‡ This Address will be found on page 40 of the same Volume.

right to protection, to equal and impartial protection ; but to nothing more. What they may receive more than mere protection, must be upon the ground of utility,—as a proper and efficient medium of promoting the public welfare. In this respect, neither party can be considered an impartial judge in its own case. The Government and Legislature must decide. For the circumstances and difficulties connected with such a decision, we are disposed to make all due allowance. In the decision, the public are not so much interested as the parties immediately concerned. But, if the Legislature does select Religious Persuasions as the instruments of promoting the public welfare, we think it should be as impartial in its favours, as in its protection.

We think that undue consideration has been given in the present Measure to the Episcopal Church ; though we are free to confess that it is more liberal to the Wesleyan Church than any Measure which has ever been proposed to the Legislature. The Honourable Robert Baldwin's Bill, of 1843, proposed to denude Victoria College of its privileges as a University, and yet did not propose to increase the annual aid to it to the amount of a single farthing. The Board of Victoria College did not object to sacrifice those privileges for the sake of settling the University Question, but it pointed out the injustice of the proposed Measure and submitted its claims to the justice and honour of the government.* That administration did not live to decide upon those claims.† But the present Measure leaves the character of Victoria College inviolate ; its independent operations untouched ; and promises an endowment of Fifteen Hundred pounds, (£1,500), per annum. There is, therefore, no comparison between the liberality of the two Measures ;—the Baldwin and the Macdonald—nor can any Member, or friend, of the Wesleyan Church hesitate for a moment to decide which is preferable.

FIRST REASON : AMPLE PROVISION FOR ENDOWING FUTURE COLLEGES IN UPPER CANADA.

And there is equal fairness and liberality in regard to those Religious Persuasions who have not yet established Incorporated Colleges and Academies, and who may wish to establish them. That they should be endowed, before they are established, no man could reasonably demand ; that provision be made for their Endowment, whenever they may be established, is all that any reasonable man can ask. Ample provision is made for that in the present Measure. The interest on the sales of the whole of the Lands, (according to the prices at which they have sold,) will amount to about Fifteen Thousand pounds, (£15,000), per annum ;—thus leaving Five Thousand pounds (£5,000) per annum for the endowment of Colleges, which may be hereafter erected, while only Seven Thousand Five Hundred pounds, (£7,500), per annum are appropriated in aid of the four University Colleges already established. Certainly, Five Thousand pounds (£5,000) is a much larger sum for the minor Denominations in Upper Canada, than Seven Thousand Five Hundred pounds (£7,500) is for the Colleges of the four larger Denominations. The . . . objections of those who oppose all legislative grants for educational purposes, are as unworthy of notice as they are of consideration. It is unknown among the Religious Denominations of the neighboring Republic. . . . The comparative equity and liberality, therefore, of the present Measure, is the first ground on which we think it deserves the support of the Members and friends of the Wesleyan Church.

SECOND REASON WHY THE MACDONALD UNIVERSITY SCHEME SHOULD BE SUPPORTED.

2. We support it, secondly, upon the ground that it practically recognizes, in harmony with the terms of the Imperial Grant of 1797, the connection between Science and Religion. By providing for University Education, in connection with some Christian Church, it provides for a Christian, in contradistinction to a, secular, or, practically, infidel, education. It does not put asunder “ what God hath joined together.”

The Victoria College Board strongly objected to the principle of Mr. Baldwin's Bill of 1843, which excluded the recognition of Christianity from the then proposed Provincial University Charter.‡ The Member for London, (Mr. John Wilson, afterwards Mr. Justice Wilson,) evinces great want of knowledge on this subject, when he supposes, (as appears from his remarks on the first reading of the present University Bill,) when he assumed that Divinity Lectures are all that distinguishes a Christian College from a College in which Christianity is not recognized,—like the one established by Thomas Jefferson, in the State of Virginia, but which has since been modified. It is true, Divinity Students alone attend Divinity Lectures ; but, in every Christian College, Natural Theology and the Evidences of Revealed Religion,

* See page 19-23 of the Fifth Volume of this Documentary History.

† See Note to Paragraph Five of this paper, on page 48.

‡ See page 19-23 of the Fifth Volume of this Documentary History.

together with Christian Ethics, constitute a part of the University Course for every student.* This is put beyond the limits of the law, when the very recognition of God and of Christianity is erased, in Mr. Baldwin's Bill, from the Charter itself. We know of no instance in which Christianity is embraced in the University Course of Studies, except in connection with some Christian Church.

We feel it necessary to argue this great and vital question in the abstract. We cordially respond to the sentiments on this point expressed by the Honorable Solicitor General, J. Hillyard Cameron. We believe that no Member of our Church would wish to have the secular education of his son severed from instruction in the principles and morals of the Christian Religion. This is characteristic, not only of the Universities and Colleges of Europe, (with one exception,) and almost every Literary College in the neighboring States. Take the two most celebrated, Harvard and Yale, as examples. Witness the following extract from the Statutes of the latter:—

“*First.* That the Rector take special care, as of the moral behaviour of the Students at all times, so with industry to instruct and ground them well in Theoretical Divinity; and to that end, shall neither by himself, nor by any other person whomsoever, allow them to be instructed and grounded in any other system, or synopsis, of Divinity, than such as the said Trustees do order and appoint; but shall take effectual care, that the said Students be weekly, (at such seasons as he shall see cause to appoint), caused *memoriter* to recite the Assembly's Catechism in Latin, and Ames' Theological Theses, of which, as also Ames' Cases on Conscience, he shall make, or cause to be made, from time to time, such explanation as may, (through the blessing of God), be most conducive to their establishment in the principles of the Christian Protestant Religion.

“*Second.* The Rector shall also cause the Scriptures daily, (except on the Sabbath,) morning and evening, to be read by the Students, at the times of prayer in the School, according to the laudable order and usage of Harvard College, making expositions upon the same; and, upon the Sabbath, shall either expound Practical Theology, or cause the non-graduated Students to repeat sermons; and, in all other ways, according to his best discretion, shall, at all times, studiously endeavour, in the education of the Students, to promote the power and purity of religion, and the best edification of these New England Churches. (*The Reverend E. Baldwin's "Annals of Yale College,"* 1838, pages 21-22.)

THIRD REASON FOR SUPPORTING THE MACDONALD UNIVERSITY SCHEME OF 1847.

3. We support this University Measure in the third place, upon the ground, that the collegiate part of it conforms to the example of the most enlightened Christian Nations both in Europe and America. Such a thing as a national system of education, without regard to any form of religion, is an anomaly,—has no existence in any civilized Nation,—is a mere theory of visionaries and partizans, against the experience and practice of the world. The University Literary Colleges of England, Scotland and the United States of America, are all Denominational Colleges. There is an exception in respect to Medical Colleges, and an attempted exception in one new Literary College,—the University of New York—an Institution overwhelmed with debt, and possessing no literary reputation. In some of these Colleges there are no Theological Chairs; others, though Denominational in their management, employ Professors of different Religious Persuasions,—as is the case with Union College at Schenectady; and, as is the case with King's College at Toronto, at the present time, and we may add, with Victoria College at Cobourg. But all these Colleges have the Religious Services of some Church,—are under its influence, or direction, and combine Religion with Literature and Science in their courses of instruction. For example, in the State of Massachusetts, Harvard University College is Congregational-Unitarian, and Amherst and Williams' Colleges are Orthodox-Congregational. In Connecticut, Yale College is Congregational-Presbyterian, Washington College, (at Hartford,) is Episcopalian; and the Middletown University is Methodist. In New York, Columbia College, (known as King's College, before the Revolution,) is Episcopalian, as is Geneva College; Union College is Presbyterian, etcetera.† The nearly fifty Colleges in the two English Universities, at Oxford and Cambridge, are Denominational; so are the Wesleyan and several Dissenting Colleges in England, in connection with the London University;‡ so are the Universities and Colleges in Scotland. Enlightened men in Great Britain and the United States never conceived the idea of separating the University Education of a Country from its Christianity, as represented by its Religious Persuasions. . . .

* For Victoria College Curriculum in 1841, see page 117 of the Fourth Volume of this History.

† See Doctor Strachan's reference to American Universities on pages 66-68 of the Third, and page 284 of the Fourth, Volume of this Documentary History.

‡ For reference to the London University, see pages 64 and 95 of the Third; 284 of the Fourth; and 37, 44, 52-3 and 227 of the Fifth Volume of this History.

WHY IT IS THAT DENOMINATIONAL COLLEGES ARE THE RULE ? AND ; THEY ARE WELL SUPPORTED.

Now the several Denominational Colleges in the United States, before mentioned, are aided, either by endowments, or grants, from the State, or by both. How is this ? Is it because there is, what is popularly called Church-and-State connection, there ? No such thing. Is it because Religious Denominations there are "bribed," as was insinuated in the House of Assembly here about certain Churches. No ; even the least scrupulous of their respectable politicians would scarcely descend to so mean an insinuation. The reason is, that sensible and patriotic men there believe, that the safest, the most efficient, and the most economical means of promoting the Higher Education of their Country is, by uniting the liberality of the State with those Religious Denominations which have intelligence, wealth and enterprise enough to establish Colleges,—justly concluding that those Religious Persuasions, which do not thus contribute to the Academical Education of the Country, have no claim to educational appropriations from the State ;—that the few youth among them, who aspire to a liberal education, may seek it in some one of the Colleges established, until their own Denomination shall exhibit enterprise and patriotism enough to establish an incorporated College of their own, and apply to the Legislature for a participation in its liberality. Such Endowments, or Grants, are not made by the State for the sake of building up one or more Religious Persuasions,—whatever may be the indirect and remote influence of them,—but, as the most feasible method of promoting "the greatest good of the greatest number". The State cannot educate the youth of a Nation, by means of Heads of Departments, as it manages Lands, Roads, or a Revenue.

DIFFERENCE BETWEEN UNIVERSITIES AND SCHOOLS, IN REGARD TO RELIGIOUS OVERSIGHT.

In the home education of Common School, Children, where they are every day, and on Sabbaths, under the care of their parents and their chosen Spiritual Teachers, the Government can combine with the people at large, without reference to Religious Persuasions, for the purpose of elementary education. But, on those higher scientific and literary branches of education, in the pursuit of which the young man, at the most dangerous and eventful period of his life, is necessarily severed from the parental roof and the domestic Sabbath, more care, and more religious instruction than any State can give, is imperatively demanded, upon the double ground of patriotism and religion. That demand some Religious Persuasion alone can supply. The State may not be benefited, or injured, by the Sectarian peculiarities of any one Religious Persuasion ; but it is greatly benefited by the Christian principles and morality common to different Religious Persuasions, and may avail itself of their co-operation in promoting the common good.

And although Wesleyan Methodists are, in one sense a "sect," they are not Sectarians ; they can see good done through the instrumentality of other Religious Persuasions, and they can rejoice in that good ; like Wesley himself, though settled in their own principles, and decided in their own modes, they are "the friends of all and the enemies of none."

OBJECTIONS,—CHIEFLY FINANCIAL—TO DENOMINATIONAL COLLEGES, ANSWERED.

4. But it has been objected, that the amount given to each of the Denominational Colleges is so small that they will be inefficient. We answer, that King's College will employ as able Professors, as it has done heretofore, with the entire endowment ; and the aid given to the other Colleges will enable them to employ as able Professors as those of King's College. This cannot be done with the Five Hundred pounds, (£500) a year, of the Baldwin Bill of 1843, but it can be done with Fifteen Hundred pounds, (£1,500) a year, of the Macdonald Bill of 1847. It is enough to say that the highest appropriation which the Legislature of the State of New York makes to any College in that State is Six Thousand dollars, (\$6,000.)—just Fifteen Hundred pounds, (£1,500,) (as proposed by Mr. Macdonald.) The annual endowment of the celebrated Colleges of Yale and Dartmouth, falls below that sum, as do those of the Scottish Colleges which have produced a Doctor Chalmers and a Doctor Strachan, and scores of names illustrious in the various branches of Science and Literature, and in different departments of public life.

Would Scotland have been more distinguished, and multitudes of her sons a greater blessing to mankind, in Religion, Science, Literature, and Politics, had Edinburgh contained her only University,—and that severed from every form of Christianity, and with not even a Charter recognition of it,—without any impulse and industry, from competition and emulation,—without any Religious Faith, or morals, from Christian ordinances and teaching,—without any clarity but a speculative and godless philosophy ? Would England be bettered by exchanging her more than fifty Colleges for one . . . like the non-descript Hume-and-Brougham London University College ?*

*In regard to the London University, see note on the preceding page 46.

Would the United States of America be bettered in morals, and in knowledge, by having one Tower-of-Babel National University College in the City of New York, instead of having their great Country dotted over with more than seventy Christian Colleges, besides Theological, Medical and Law Schools? We feel that it is almost an insult to the understanding of any Christian and intelligent Reader to propound such questions. But such is the great absurdity of this Utopian scheme of a National University in the Baldwin Bill of 1843. It is the counterpart of the National Church theory,—only that it throws the whole Christian Church overboard, and sets up a secular Corporation in its place, and gives to such a Corporation the Collegiate education of the youth of all the Churches of Upper Canada.

WHAT WERE THE REAL OBJECTIONS TO THE BALDWIN UNIVERSITY BILL OF 1843?

5. It may, however, be replied, that such objections were not urged against Mr. Baldwin's Bill at the time of its introduction in 1843. We answer that two chief objections were urged against Mr. Baldwin's Bill at the time, both of which are obviated in the present Measure:—

1. The proposed erasure by Mr. Baldwin Bill of the recognition of Christianity from the Charter of the University was strongly objected to.

2. The small sum which that Bill proposed to give to Victoria and Queen's Colleges was objected to.*

Victoria College objected against receiving any less sum than was granted to Queen's College; and the Trustees of Queen's College refused to surrender their University Charter unless at least Fifteen Hundred pounds, (£1,500.) a year were granted to Queen's College out of the University funds. Mr. Baldwin must have acceded to these conditions, or have abandoned his measure of one Provincial University.†

The views and application of the friends of Queen's and Victoria Colleges were the same then as now.‡

Mr. Baldwin could not have carried his Measure without meeting the views of these parties. Had he done so, where would have been [the difference in the matter] of "spoliation" between Mr. Baldwin's Measure of 1843 and the present one of 1847? But Mr. Baldwin's measure did involve the principle of, what some of the advocates of that Measure now call "spoliation", by giving to each of four Colleges the sum of Five Hundred pounds, (£500.) a year, for four years. Yet some of the advocates of that Measure now assert that to be "spoliation" and "sacrilege", the giving of a portion of the University Funds for the support of the very Colleges named, and partially provided for, in Mr. Baldwin's Bill of 1843, and out of the same Funds!

INCONSISTENT STATEMENTS AS TO THE DIFFERENCE BETWEEN THE UNIVERSITY BILLS OF 1843 AND 1847.

6. But again, there is a wide difference between the Provincial University talked of in 1843 and that which is now advocated by the opponents of the Macdonald Measure of 1847. The same phraseology is used by them, but a very different thing is meant; and thus, a gross sophism is imposed upon the public. By a Provincial University was then, (in 1843,) meant one incorporated Body to confer degrees in the Arts and Sciences upon the students entitled to them, who might be educated in any one of the Incorporated Colleges in Upper Canada,—as the Council of the London University confers degrees upon students of the Wesleyan College, and several dissenting Colleges in England. But, by a Provincial University is now, (in 1847,) meant, by these same parties, not merely one authority to confer degrees in the Arts and Sciences, but one College only to educate the Candidates for these degrees. It was formerly understood . . . (to

*By the 95th Section of the Honourable Robert Baldwin's University Bill of 1843, it was proposed to grant Five Hundred pounds (£500.) a year to each of the then existing Colleges, for a term of four years. The Honourable William H. Draper's University Bill of 1845 proposed to increase this Grant to a sum not exceeding One Thousand pounds, (£1,000.) per annum: In his University Bill of 1846, this grant was further increased to a sum not exceeding Fifteen Hundred pounds, (£1,500.) per annum; while the Honourable John A. Macdonald's University Bill proposed to make the grant to King's College Three Thousand pounds, (£3,000.) per annum, and to the other three Colleges Fifteen Hundred pounds, (£1,500.) a year, without restrictions as to time, in the case of Draper and Macdonald University Bills.

†Owing to the resignation of the Baldwin-Lafontaine Ministry on the 27th of November, 1843, the Baldwin University Bill was not advanced beyond a second reading, which it received on the 24th of that month. See pages 242 and 243 of the Fourth Volume of this Documentary History.

‡See page 4-25 of the Fifth Volume of this Documentary History.

be desirable and praiseworthy) to recognize and aid the several existing Colleges as Colleges of the University ; it is now insisted upon that these Colleges are sectarian, worthless things, that there should be only one College for the whole Province provided for and recognized ! It was then proposed to amalgamate the several Colleges, through appointed Representatives, in the Council of the University ; we hear of nothing now but the extinction of these same Colleges ! It was then proposed to incorporate the chief Religious Denominations of Upper Canada with the Provincial University, through the Bishop, or President, or Moderator, of each Religious Body ; the doctrine, in the same quarter, now is, that every Religious Persuasion should be excluded from having anything to do with the Provincial University !

THE PREFERENCE IS FOR SEVERAL INDEPENDENT COLLEGES, INSTEAD OF BUT ONE UNIVERSITY.*

7. Now, to a Provincial University, in the sense in which it was formerly talked of, including the aid to already incorporated Colleges, formerly insisted upon by their friends, the authorities of Victoria College have, down to the present hour, offered no insuperable objection. They prefer proceeding according to the provisions of their own University Charter ;* but they do not object that their Collegiate Students should receive their Degrees from a Provincial University authority, if that be thought most expedient. Yet they have not consented, nor will they consent, to abandon their sacred trust, in regard to the instruction of youth, and sacrifice them to . . . (the proposed) system of unchristianized education.

The question, as to whether the power of conferring literary Degrees shall remain with each College, or be confined to one Council, or " Congregation," (as in Oxford,) is of little interest beyond the parties immediately concerned ; but the question, as to the nature and character of the liberal education of Canadian youth, and the facilities afforded for the better kind of education generally, is of vital importance to every Christian and philanthropist. In this light we have discussed it, and not in reference to any man, or party, unconnected with this question. And believing, as we most firmly do, that the present Measure will confer upon Upper Canada the benefits of liberal education, and that upon Christian principles, to a four-fold greater extent than the novel and unprecedented scheme of one non-Christian national University College, we give the University Bills, now before the Legislature, our most cordial support

Colleges in general have little Christianity, or morals enough, when surrounded with all the Regulations, and Instructions and influences that their connection with Christian Churches furnish ; but, when severed from all Christian Churches, and from all forms of Christianity, and even from the very recognition of it, a College can be but one great . . . poison-ous fountain of . . . evil to a whole Country—a sad monument of misapplied national liberality—lifeless, without emulation—a national curse, without the principles of Christianity, to mitigate the evil influences of such a system.†

II. REASONS FOR SUPPORTING THE MACDONALD UNIVERSITY MEASURE, IN RESPECT TO GRAMMAR AND AGRICULTURAL SCHOOLS.

In addition to the foregoing, exposition and defence of the Macdonald University Scheme of 1847, from a Religious and Patriotic standpoint, as viewed by Doctor Ryerson, he prepared also the following paper on the provisions of that University Scheme for the further extension of District Grammar Schools, and for the establishment, in connection with them, of local Schools of Agriculture.

With a view to promote the study of Agriculture in our Schools, and also to prepare the Students of the Normal School for teaching it, a special course of

*The logic of events has proved that the preference in Canada, (as in the England and the United States), is for several independent Colleges, or Universities, instead of but one University ; and that opinion has remained unchanged, even after Provincial Legislation, in the other direction, had taken place in 1849. There are more separate Colleges and Universities in this Province now than there was in 1847.

†This Charter, or Act of Incorporation, of Victoria University, will be found on pages 57-61 of the Fourth Volume of this Documentary History.

‡This exposition of the principles, on which the Macdonald University Bills were founded, was written by Doctor Ryerson. It appeared first in the *Christian Guardian* of the 21st of July, 1847, five days before these Bills were withdrawn in the House of Assembly. It was afterwards reprinted, as an Appeal, in that paper, with other papers on the University Question, in November of that year.

instruction in Agricultural Chemistry was provided for in the Normal School for Upper Canada in 1848. This School was established in 1847—the year in which the Macdonald Bills had provided for the establishment, in the Municipal Districts, of Model Farms, and the teaching of Agriculture in the Grammar Schools.* To aid in promoting this desirable object Doctor Ryerson wrote the following paper:—

Having considered this great University Measure of Mr. Macdonald, in reference to the Colleges of Upper Canada, we will now make some remarks on it, in reference to District Grammar and Agricultural Schools. In this respect, the scheme is invested with vast importance and deep interest to the people at large.

No preceding University Bill ever contemplated an object so extensive and beneficial to the whole Province. The preceding Measure of Mr. Baldwin in 1843, and of Mr. Draper in 1845 and 1846, looked not beyond an University Education, in which not more than one in a thousand of a population can have any direct interest, or be immediately benefited; but the Establishment and Maintenance of Grammar and Agricultural Schools come home to the mass of the people, and are not confined to the rich and the few. This is one of the most patriotic features of the present Measure; it contemplates and comprehends the Country at large, in its religious and social aspects,—in its various employments, as well as in regard to the learned professions—in its poorest, as well as its richest citizens. Yet we have heard two objections urged against it on this very ground. The one is, that the Endowment was intended for a Literary Provincial University alone; and that it is “spoliation” to apply it to any other object. The second objection is, that such a Literary Provincial University is more important to the people than are the proposed District Grammar and Agricultural Schools!

1. As to the objection, that the endowment was designed for a single University alone,—that objection has been sufficiently noticed in the foregoing exposition of the Macdonald University Scheme.† . . .

2. In regard to the second objection, that a Literary University is more important to the people than are District Grammar and Agricultural Schools. Such a statement is the boldest attempt to make a man believe that “black is white” that we have witnessed for a long time! We depreciate not the importance of a Literary Collegiate University Education; but the educational statistics of any Country will prove that the education of nine young men out of ten will terminate with the Grammar School, for the one who will proceed from thence to the University. The importance of the former, therefore, in comparison of the latter, is as ten to one; a fact that clearly shows that a sufficiently large proportion of the Imperial Educational Endowment of Upper Canada has been reserved for University Education. To what are we indebted but to Grammar Schools for the education of all our Judges in the various Courts of Upper Canada? . . . And to the same secondary Institutions are we indebted for most of the Parliamentary Leaders of both parties in the Legislature; and also for some of the most distinguished Clergy, of the Episcopal, and other, Churches. Yet some parties have, all at once, become so profoundly learned, and so transcendental in their views of what one newspaper calls “the exact sciences,” that they can scarcely condescend to look upon a Grammar School at all; nor can they seem to endure any other made of teaching Agriculture than by a Professor in a University;—so that all who wish to study scientific agriculture must come to the one University Professor at Toronto, and become students in the one University! . . . What a prospect for the farmers’ sons all over Upper Canada?

Besides, those young men, who may be able to pursue a University Course of Education, will be more indebted for success in their Collegiate studies to the Grammar School than to the University itself. As a general rule, no University Student will distinguish himself, whatever may be his talents and diligence, whose Grammar School training has been defective. The Grammar School lays the foundation; the University commences the superstructure. A good edifice cannot be constructed upon an uncertain and imperfect foundation. Every scholar will tell you that such men as Robert Boyle, (Earl of Cork), the philosopher, Sir Robert Walpole, the Earl of Chatham, Charles James Fox, George Canning, Henry Hallam, the historian, and not least, the Duke of Wellington, owe more to Eton Grammar School than they do to the Universities of Oxford, or Cambridge.

* The account of the opening of the Normal School for Upper Canada, will be given in a subsequent Chapter.

† See page 43 of this Chapter.

DESIRABLE PROVISION IN OUR GRAMMAR SCHOOLS, FOR THE TEACHING OF AGRICULTURE.

3. And it is one most admirable feature of the present University Measure, that it proposes to give to District Grammar Schools their proper position and efficiency. Some of them are now little better than Common Schools; as a whole they are inefficient, and inefficiently provided for. The present Measure proposes to make them as important and useful to Upper Canada as are the Gymnasias to Germany, what the Communal Colleges are to France, what the Eton, Rugby, Harrow, Westminster and Winchester Schools are to England, and what the High Schools and Academies are to Scotland and the United States.

4. In addition to this, a practical Agricultural School is contemplated in each District, which will serve the whole purpose, in such District, of being a Model Farm for the study of farmers, and a place of both Scholastic and Agricultural training for their sons. And should each District Council send some intelligent enterprising young farmer to the Provincial Normal School, to attend lectures in Agricultural Chemistry, and kindred subjects, as well as to receive other requisite instruction for the office of an Agricultural Teacher, a corps of native teachers would thus be raised up to supply all the District Agricultural Schools in Upper Canada, both as Lecturers and Practical Farmers, and the interests of Agriculture would, therefore, be advanced to indefinite extent. * To accomplish these noble and general purposes, a part of the University Funds are to be expended, and additional means obtained, by substituting good land for poor land, as School reserves.

5. But there are two other features in this part of the Measure which greatly enhance its value. The one is, that it provides for a well-considered and appropriate system of instruction in all these Grammar and Agricultural Schools, so that no School can be made the sport, or prey, of individual caprice, sloth, or ignorance. The other feature of this Measure is that these District Grammar and Agricultural Schools are to be connected with the people, through the District Municipal Councils, three out of the five Trustees of each School being Members of the District Council, instead of having all of the Trustees appointed by the Crown, as those of the District Grammar Schools are at the present time. The Principal and Masters of these Schools are to be appointed and removed by the Trustees, and not by the Governor, as at present. A more liberal and patriotic arrangement cannot be conceived than the proposed management of these most important Institutions.

6. We are persuaded, that the more carefully the whole Measure is examined, the more acceptable will it be found to be to the inhabitants of Upper Canada at large, as founded upon the experience of most enlightened Nations, whether Monarchical, or Republican, best adapted, in addition to the Common Schools, to diffuse most extensively the blessings of a sound Christian Education, and to raise up a Nation of moral and intellectual people. . . .

7. We hope that every Christian and sensible man will look at the whole Measure in itself, and its bearing upon the general interests of the Province alone. . . . Such a subject is too great, too vital in its importance, and too general in its application to the whole Country, to be made the sport of mere objectors. . . . Without regard to men, or parties, we base our views upon the broad grounds of Christianity, general experience, and the public welfare.

* The subjects of instruction in Agricultural Chemistry prescribed for the Normal School of Upper Canada, were: 1. The nature of the substances which enter into the composition of Vegetables. 2. The sources from which those substances are derived. 3. The origin and composition of soils. 4. The conditions necessary for producing a luxuriant vegetation, etcetera. In 1848, the Governor-General, Lord Elgin, instituted two prizes in the Normal School to encourage the study of Agriculture on the parts of the students in it,—one of twelve dollars and another of twenty dollars. While Lord Elgin remained in Canada these prizes were given to students each year.

On page 192 of the Sixth Volume of this Documentary History will be found an extract from Doctor Ryerson's Report of 1846, on a "System of Public Elementary Instruction for Upper Canada," in which he advocates the Teaching of Agriculture in the Public Schools. On the same page there given is a list of Text Books on Agriculture, published in this Province, from 1846 to 1898. In a recent note from Mr. C. C. James, Deputy Minister of Agriculture, Ontario, he says: "In reference to your note on page 192 of your Sixth Volume, I can make a further addition. Professor H. Y. Hind issued a small work on Agricultural Science during his residence in Toronto. My edition of the Niagara Agricultural Reader is dated in 1845. Doctor Davidson's Agricultural Text Book is as reprinted in Montreal in 1897, revised by Doctor S. P. Robins. Two Books on Agriculture have been published in Manitoba, and authorized for use in the Schools. My Text Book is now authorized for use in the Public Schools of both Nova Scotia and New Brunswick."

III. LETTER FROM THE HONOURABLE JOHN A. MACDONALD TO THE PRINCIPAL OF VICTORIA COLLEGE.

The Honourable John A. Macdonald wrote a Letter to the Reverend Doctor Alexander Macnab, Principal of Victoria College, on the subject of his University Bills. This Letter was sent to the Reverend Doctor Ryerson with the following note :

I have received several Letters last week from Members of the Legislature, informing me that the University Measure had, for the present, been postponed. I received a communication to the same effect from the Honourable John A. Macdonald, which I now transcribe for your information.

This Letter will put you in possession of the views and intentions of the Government. I . . . am about my calling a Meeting of the College Board. Our Ministers and People will not act until the Authorities of the College move in the matter. The work before us is great, and there is no time to be lost.

ALEXANDER MACNAB.

COBOURG, 28th July, 1847.

ENCLOSURE : LETTER FROM THE HONORABLE JOHN A. MACDONALD TO THE REVEREND PRINCIPAL MACNAB.

The Opposition has, as one man, united against the University Bill for the purpose of making it a lever to oust the present Ministry from power. Mr. Roger B. Conger, who, (I believe) promised you to vote for the Bill, Doctor Harmannus Smith, and all of the Roman Catholics will vote against us, and two of our usual supporters, Messieurs Walter H. Dickson and John Wilson, unite with the Opposition. Such being the case, we would be defeated on the Measure. We have, therefore, come to the conclusion of postponing the Bill, in order to obtain a decided expression of public opinion on the subject. As we will meet in Session again next January, or February, no time is to be lost in taking possession of the public mind in its favour. I hope you will act with promptness in the matter, and that the Wesleyan Methodist Body will take every means to prepare Petitions for next winter. I saw the Reverend Doctor Ryerson yesterday, who agrees with me, as to the policy of postponing the Bill, and expresses his opinion that the Wesleyan Methodists ought, and will, come out strongly in its favour.

I know that the Roman Catholics will leave no stone unturned to assist us ; and the Church of England generally will also act favourably toward the Measure.

Should we succeed in obtaining a general expression in our favour, I doubt not that many of our members will feel themselves compelled to support us.

Montreal, 23rd of July, 1847.

JOHN A. MACDONALD.

IV. RESOLUTIONS ADOPTED BY THE WESLEYAN METHODIST CONFERENCE SPECIAL COMMITTEE.

At a Meeting of the Special Committee of the Wesleyan Methodist Conference, held in Toronto on the 28th of July, 1847, the following Resolutions, prepared by Doctor Ryerson, on the pending University Question, were adopted :—

1. That this Committee have witnessed with satisfaction the introduction of certain Bills into the House of Assembly, during the late Session of the Provincial Legislature, with a view to the settlement, upon Christian and equitable principles, of the important and long-pending University Question.

2. That this Committee believes the Bills referred to in the preceding Resolution provide for the settlement of that long-agitated Question upon more equitable and Christian principles, and in a manner more extensively beneficial to the general interests of all classes of our Country's population, than any other Measure, which has yet been submitted to the Canadian Legislature,—including, as this Bill does, not only a provision for the Academical and Agricultural Instruction of youth in every Municipal District of Upper Canada, but also providing for the higher education of youth upon the Christian principles of their parents—combining the Chris-

tianity of our Country, through its several Religious Persuasions, with solid education,—leaving a fair portion of University Endowment to Colleges, which other Religious Persuasions may hereafter establish, as well as of giving needful and beneficial assistance to those Colleges already established.

3. That, during that period of the education of youth, when they are necessarily separated from the parental and Public Worship of their own homes, provision should be made for the proper care of their morals and Religious Instruction, as well as secular learning, and that any System of Education which divests the Authorities of a College, and the course of instruction, of the attributes and character of Christianity, must be a source of unspeakable evil, instead of good.

4. That, while this Committee concurs in the general provisions of the University Bills submitted to the Legislature, it is of opinion that a disproportionably small sum is proposed to be granted to the College of the Wesleyan Methodist Church in Canada—a Body whose early and widely extended labours in Western Canada, whose numbers and extensive usefulness, and great exertions to promote education, place them second to no Religious Persuasions in Western Canada.

5. That, with this expression of our opinions of the University Bills, a Petition, stating these opinions be prepared and signed by the Chairman and Secretary of this Committee, addressed to the House of Assembly, praying that House to consider the just claims and wishes of that part of the population religiously identified with our Church, and to pass the University Bills, with such modifications, in some of their details, as will be equitable to the Religious Persuasions, and beneficial to the general educational interests of Upper Canada.

6. That the Members and Friends of our Church throughout the Province be requested to co-operate with us in a Petition to the House of Assembly for the settlement of the University Question, in accordance with foregoing Resolutions.

MATHEW RICHEY, D.D., Co-Delegate.

TORONTO, October the 28th, 1847.

GEORGE R. SANDERSON, Secretary.

V. THE ADDRESS OF THE CONFERENCE SPECIAL COMMITTEE TO THE MEMBERS AND FRIENDS OF THE WESLEYAN METHODIST CHURCH IN CANADA.

The following is a copy of the Address which was issued to the Members and Friends of the Wesleyan Methodist Church in Canada, in accordance with the preceding Resolutions:—

After deliberate consideration of the deeply important University Question, we have resolved to solicit your co-operation in securing the settlement of that Question upon a Christian basis. It is a Question in which we have no interest, or concern, whatever, in any of its possible aspects to political parties; but it is one in which we have felt, and have ever expressed, a deep interest as a Religious Body, and as Christian Members of the community. It is a Question, in which is involved the Christian character of the practical and higher departments of the education of youth, and, therefore, the Christian principles and religious and general interests of the Country. We affectionately recommend you to join us in a Petition to the House of Assembly, according to the form which is herewith annexed.

It is important that no time be lost in procuring signatures to Petitions, and transmitting them to the Wesleyan Book Room in Toronto, where arrangements will be made to have them transmitted to Montreal, for presentation to the House of Assembly, at the commencement of the approaching Session of the Legislature.

We trust, dear brethren, that, with your exertions, . . . such a settlement of this great Question will be made, as will unite hand in hand the Christianity of our Country with its Education, and thus place its intellectual development and culture upon the only secure foundation for civil institutions, and for social and public happiness. With you we have but one interest in this great and vital Question; and happy will it be for our children and the Country if our united exertions shall contribute to its final adjustment upon just and Christian principles. . . .

Signed by order, and in behalf, of the Conference Special Committee of the Wesleyan Methodist Church in Canada.

MATHEW RICHEY, D.D., Chairman.

TORONTO, October the 28th, 1847.

GEORGE R. SANDERSON, Secretary.

(NOTE.—The following Petition was agreed to by this Special Committee of the Conference, and it served as a form to be adopted by those to whom the foregoing Address was sent.)

To the Honourable the Commons House of Assembly of the Province of Canada :

The Petition of the Conference Special Committee of the Wesleyan Methodist Church in Canada :

Humbly Sheweth :

1. That your Petitioners witnessed with satisfaction the introduction of certain Bills into the House of Assembly, during the late Session of the Provincial Legislature, with a view to the settlement, upon Christian and equitable principles, of the important and long-pending University Question.

“ That your Petitioners regretted to learn afterwards that the further consideration of that question was postponed until another Session of the Legislature.

2. That your Petitioners believe, that the Bills above referred to provide for the settlement of that long agitated Question upon more equitable and Christian principles, and in a manner more extensively beneficial to the general interests of all classes of our country's population, than any other Measure which has yet been submitted to the Canadian Legislature, including, as that Bill does, not only a provision for the Academical and Agricultural Instruction of youth in every municipal District in Upper Canada, but also providing for the higher education of youth upon the Christian principles of their parents—combining the Christianity of our Country through its several Religious Persuasions, solid education,—leaving a fair portion of the University Endowment to Colleges, which other Religious Persuasion may hereafter establish, as well as of giving needful and beneficial assistance to those already established.

3. That, during that period of the education of youth, when they are necessarily separated from the parental care and Public Worship of their own homes, provision should be made for the proper care of their morals and Religious Instruction, as well as secular learning, and that any System of Education which divests the Authorities of a College, and the course of instruction, of the attributes and character of Christianity, must be a source of unspeakable evil, instead of good.

4. That, while your Petitioners concur in the general provisions of the University Bills submitted to your Honourable House, they are of opinion that a disproportionately small sum is proposed to be granted to the College of the Wesleyan Methodist Church,—a Body whose early and widely extended labours in Upper Canada,—whose numbers and extensive usefulness, and great exertion to promote education, place them second to no Religious Persuasions in Western Canada.

5. That, with this expression of their opinion of the provisions of the University Bills, your Petitioners earnestly pray your Honourable House to consider the just claims and wishes of that part of the population religiously identified with our Church, and to pass these University Bills, with such modification, in some of their details, as will be equitable to the Religious Persuasions, and beneficial to the general educational interests of Upper Canada.

Signed by order, and in behalf, of the Conference Special Committee, *

MATTHEW RITCHEY, D.D., Co.-Delegate.

GEORGE R. SANDERSON, Secretary.

Toronto, October the 28th, 1847.

VI.—SUMMARY OF THE REASONS WHY THE MACDONALD UNIVERSITY SCHEME SHOULD BE SUPPORTED.

In sending out the foregoing form of Petition for signature, by Members of the Wesleyan Methodist Church in Canada, a brief summary, from the pen of Doctor Ryerson, of the Reasons for adopting the proposed Macdonald University Scheme, and signing the Petitions in its favour, was published in the Organ of the Conference about the same time.

We respectfully urge a number of considerations for supporting the Macdonald University Bills of 1847 :—

The present Government Measure is, in several respects, new. It is the boldest and most comprehensive plan of settling the University Question which has yet been proposed. We submit the following propositions on the subject :—

* Neither this, or any other such Petition, on the subject of the Macdonald scheme for settling the University Question was ever laid before the Legislature, as, at the ensuing general elections, the Ministry then in power were defeated, and the Baldwin-Lafontaine Ministry of 1848 took its place.

1. That King's College, at Toronto, will be as efficient, and confer as great benefits upon all that may attend it, with the proposed endowment of £3,000 per annum, as it has been, or would do, with an endowment of £10,000 per annum. The whole endowment of the great Edinburgh University is less than £3,000 per annum.

2. That the present University Measure will afford the means of a Collegiate Education to many hundreds of young men who would otherwise never attain it, if the whole Endowment were locked up in one independent and expensive University College.

3. That, by means of the English and Preparatory Schools, connected with each of the Denominational Colleges, hundreds of worthy young men of the middle classes of society will be able to secure the inestimable advantages of a good Classical, or English, Education in connection with Religion, who would be deprived of such advantages, if the whole Collegiate fund be absorbed in one University.

4. That, in addition to the foregoing advantages, the efforts and resources of the several Religious Persuasions will be developed and called forth, in connection with the public aid in behalf of the higher and more general education of the youth of the land, besides the collateral and general benefit of raising up among them all a better educated Clergy.

5. That, whenever the Religious Persuasions, not having Colleges and Schools of their own, shall do as others have done: establish Colleges and Schools by their own efforts, they will enjoy, in the same way, and, to the same degree, the fruits of their labours, and thus be enabled to extend their usefulness.

6. That the present University Measure contemplates also the improvement of the District Grammar Schools, and the establishment of an Agricultural School in each District in Upper Canada,—in all, twenty Agricultural Schools. An Agricultural Professorship was established in Edinburgh many years ago; but it proved a failure. University students do not care about becoming farmers; but twenty Agricultural Schools and Model Farms in Upper Canada must confer unspeakable benefits upon the Country.

7. That the application of a portion of the funds of the University for the improvement of the District Grammar Schools is the object for which the Lands producing that fund were set apart by the Crown, in 1797, before being given to the University.

8. We dare say that men who think more of party interests than they do of the interests of the Province, will wish to keep the University Question unsettled; but every disinterested lover of peace, and Public welfare must desire its speedy settlement, as proposed.

III. PRESBYTERIAN, (CHURCH OF SCOTLAND): REPRESENTING QUEEN'S COLLEGE.

The following are copies of the proceedings of the Board of Trustees of Queen's College, and of the Synod of the Presbyterian Church of Canada, in connection with the Church of Scotland, which took place in June, September and December, 1847, on the University Question:

I. PROCEEDINGS OF THE BOARD OF TRUSTEES OF QUEEN'S COLLEGE ON THE MACDONALD UNIVERSITY BILLS.

At a meeting of the Board of Trustees of Queen's College, held in June, 1847, the report of its proceedings states that:—

The Trustees still continued to press on the Government their claims to a liberal Endowment for the support of the Queen's College, until some such Measure for the union of the Universities, on the principles of which the Board had formerly approved, should have been passed.

A Committee was also specially appointed to consider and report on the draft of the University Bills introduced into Parliament during its last Session, by the Honourable John A. Macdonald, Receiver-General, and which had been defeated by a very small majority only, in order that the views of the Trustees on the subject might thus be brought before the Synod and Congregations of the Church, and their co-operation obtained in support of the general principles of that Measure.

II. PROCEEDINGS OF THE PRESBYTERIAN SYNOD, (CHURCH OF SCOTLAND), ON THE MACDONALD UNIVERSITY BILL OF 1847.

At a Meeting of the Synod of the Presbyterian Church, in connection with the Church of Scotland, the following proceedings took place in the month of September, 1847, on the subject of the Macdonald University Bills of that year :—

The Synod had transmitted to them, by their Committee on Bills and Overtures, a Paper from the Board of Trustees of Queen's College on the subject of the Macdonald University Bills of 1847. The same was read, and, after some consideration, was referred to the following Committee, *videlicet* : The Reverend Messieurs John Cook, D.D.; Robert McGill, James George, J. Cruikshank, A.M.; George Romanes, A.M.; John Machar, A.M.; Alexander Mathieson, D.D.; James Williamson, A.M.; and Messieurs James Crooks and (Mr.) Paterson, to report on the same, for the action of the Synod.

At a subsequent Meeting, the Synod called for the Report of the Committee, in reference to the Macdonald University Bills, of 1847, which was given in and read. It was then moved by the Reverend R. Neill, seconded by the Reverend A. Ross, that the deliverance recommended by the Committee on the University Bills be adopted by the Synod, as follows :—

That the Synod, feeling the just claims of the Presbyterian Church of Canada, in connection with the Church of Scotland, to a share in the management and benefits of the public Endowment of King's College, have, on previous occasions, expressed their approval of the union [of King's and Queen's Colleges]. That scheme, however, has not obtained that support to which they think it was entitled. But, as their just claims still remain unsatisfied,—claims which they never can consent to forego,—the Synod declare that they will give their countenance to any proper Measure, which shall provide for their equitable settlement;—and, in so far as their satisfaction is, to a considerable extent, provided for by the University Bills introduced by the Honourable John A. Macdonald into last Session of Parliament, approve of the same, with such modifications as may seem proper;—resolve to petition the different Branches of the Legislatures, that such Measures may be adopted by them as shall be best fitted to satisfy the claims of the Presbyterian Church of Canada, in connection with the Church of Scotland,—to secure an equitable settlement of this important question, and put an end to a source of most unhappy discussion; and they recommend to the Presbyteries and Congregations, if they see meet, to petition the Legislature to the same effect.

It was moved in amendment, by the Reverend Doctor Alexander Mathieson, seconded by the Reverend Doctor John Cook :—

1. That this Synod has, on former occasions, and especially in the year 1843, adopted and declared certain principles in reference to Universities in this Country, to the effect that, in the present circumstances of Upper Canada, students could not be found for more than one University.

2. That great mutual and public benefit would be experienced, were the youth of this Province, who may be destined for a University education, to prosecute their Literary and Scientific studies together in the same place and under the same Teachers;—

3. That this object might be attained, were the University of King's College to be placed on such a footing as should command the confidence of the public in general:

And the Synod did, in that year, (1843,) and, after full deliberation, solemnly and unanimously pledge itself to use every effort to accomplish a union of Queen's College with King's College on that basis, “as manifestly fraught with great advantage to the community in general.”

The principles then declared have, in various ways, been brought under the attention of the Government, and the Presbyterian Body, by long reasonings and defences.

In these circumstances, the Synod cannot consistently recede from their declared principles and defined position.

Yet it is, at the same time, clear from several limitations contained in the Synod's Documents in this matter, as well as from the nature of the thing, that, should any other fair and equitable mode of settling the matter at issue be formally proposed, the Synod would be at perfect liberty to accept of the same ;

* The only particulars relating to this proposed union of King's and Queen's Colleges, which are available, are given on pages 2-6 of the Fifth Volume of this Documentary History. It was never consummated, however, as the President of King's College refused to submit the matter to the Council of King's College. See page 3 of the Fifth Volume of this Documentary History.

And inasmuch as it appears that the Colleges union scheme has been abandoned by the Government, and that a new Bill has been introduced by Mr. John A. Macdonald into Parliament, for the settlement of the University Question ;

And inasmuch as it seems probable that no Bill can now be carried through the Legislature, which does not involve the principle of that (Macdonald) Bill, the principle, namely, of division among different sects, the Synod, considering a settlement of the University Question of paramount importance for the peace of the Country, are content to acquiesce in that principle ; and only trust that the Measure, recently introduced into the Legislature by the Government, will receive such modification as will fully secure the just rights of that large and influential body represented by this Synod ;

And the Synod do further appoint a Committee to watch the progress of this Measure, and to take all competent means to carry into effect the views now expressed, and to obtain the necessary modifications of the Bill ;

The Synod further resolve to express their views in a Petition to the three Branches of the Legislature.

After mature deliberation the votes were called for, and marked, when the original motion was carried by a majority of votes;—and the Synod decreed accordingly. The Reverend Doctors Mathieson and Cook, the Reverends Robert McGill, A. Mac Kid, Peter Ferguson and John Barclay entered their dissent against this decision.

III. PETITION OF THE SYNOD OF THE PRESBYTERIAN, (CHURCH OF SCOTLAND,) TO THE LEGISLATURE, 1847.

The following is a copy of the Petition to the Legislature, as agreed to by the Synod, on the 14th of September, 1847 *

To the Honourable, the House of Assembly of the Province of Canada.

The Petition of the Presbyterian Church of Canada, in connection with the Church of Scotland.

Humbly sheweth.

That the Synod, feeling the just claims of the Presbyterian Church of Canada, in connection with the Church of Scotland, to share in the management and benefits of the Public Endowment of King's College, have, on previous occasions, expressed their approval of the scheme of the union of (King's and Queen's Colleges ;) that scheme, however, has not obtained the support, to which they think it was entitled. But, as the just claims [of Queen's College] still remain unsatisfied ;—claims which they can never consent to forego,—the Synod declare that they will give their countenance to any proper Measure which shall provide for their equitable settlement ; and, in so far as their satisfaction is, to a considerable extent, provided for by the University Bills, introduced into last Session of Parliament (1847), approve of the same, with such modification as may seem proper ; your Petitioners pray that such Measures may be adopted by your Honourable House as shall be best fitted to satisfy the claims of the Presbyterian Church of Canada, in connection with the Church of Scotland ; and also to secure an equitable settlement of this important question, and put an end to a source of most unhappy dissension ; and they recommend this to the Presbyteries and Congregations. And your petitioners, as in duty bound, will ever pray.

Signed on behalf of the Synod,

TORONTO, 14th of September, 1847.

JOHN COOK, D. D.*

IV. FURTHER PROCEEDINGS OF THE TRUSTEES OF QUEEN'S COLLEGE, 1847.

A meeting of the Board of Trustees of Queen's College, held on the 21st December, 1847, when the Report of the Committee appointed to prepare the Draft of a Petition to the Legislature, and accompanying statement, with regard to the Macdonald University Bills of last Session, was given in. After being duly considered, the Report was unanimously approved of and ordered to be transmitted to the several branches of the Legislature.*

* As intimated in the note on page 54 herewith, the Petitions here authorized were never laid before the Legislature, as, in the meantime, the Ministry of the day were defeated at the then ensuing General Elections.

The Measure, which had been proposed in these Bills, left each College in the unimpaired exercise of all its functions and privileges, which were to be regulated solely by its own Charter, or Act of Incorporation; and they provided for each of these Colleges partaking of the Public University Endowment.

The Board of Trustees after the most careful consideration of the subject, came to the conclusion that, in all their essential features, these Measures set forth a just and practicable mode of settling the University Question, in a manner generally satisfactory.

With regard to that part of these Bills, which related to the Grammar Schools, the Trustees thus recorded their opinion in the Petition as follows:—

“Your Petitioners consider it [this part of the University scheme] to be one of the highest importance; and they rejoice in the prospect which it affords of the revenues of the Grammar School Lands being at last devoted to their foundation and support, for which they were long ago set apart, but for which, most blindly and injuriously, for the Education of the Country, they have never yet been applied.”

Notwithstanding the proceedings thus taken by the Trustees, the Bills, above referred to, were not again introduced into the Legislature, in consequence of changes in the Provincial Cabinet in 1848.

IV. PRESBYTERIAN (FREE) CHURCH OF CANADA: REPRESENTING KNOX COLLEGE.

The following Resolutions, respecting the proposed partition of the Endowment of King's College, were passed at a Special Meeting of the General Committee of Knox College, held on the 28th of December, 1847.

Whereas a Bill was introduced by the Honorable John A. Macdonald into the Provincial Legislature at its last Session, for the partition of the Endowment of King's College among four Religious Bodies, to be applied for Educational purposes under Ecclesiastical direction,

And, Whereas, this scheme is now again brought into general discussion in the Province,—each of the four Denominations referred to having, in one form or another, publicly declared their approval of it, or their readiness to acquiesce in its provisions—

And, Whereas, there seems to be a call on us, in existing circumstances, to express our views on a matter of such vital importance to the best interests of the community,—be it—

Resolved,—1. That, inasmuch as the Endowment of King's College, as well as its existing Constitution, are manifestly designed to secure the full benefits of a University Education for the whole youth of the Province, without distinction, or exception, we cannot but regard the proposed Measure of partition as involving a violation of public faith, and as inflicting a palpable and grievous injury on the community at large.

Resolved,—2. That, inasmuch as the entire Endowment of King's College is, by no means more than adequate for the due support of an Institution, such as it was designed to be; fully equipped for the high and varied purposes of University Education, and expanding, as the advancement of human knowledge, and the growth of this community, should require—the partition of its funds among a number of separate and limited Seminaries would greatly, and permanently, damage the interests of Education, Science, and Letters in this Land.

Resolved,—3. That the proposed scheme of partition would necessarily stamp the Education of the Country with a sectarian character, and by needlessly separating the ingenuous youth of Canada, in their educational career, would destroy one of the most wholesome means of harmonizing the heterogeneous, and, in some respects, discordant elements of which Canadian Society is composed.

Resolved,—4. That the proposed University Bills, by practically excluding from participation in the existing Endowments all but the Members of certain Religious Denominations, is specially unadapted to the circumstances of a partially settled Country, in which the relative proportions of the constituent classes of the community may soon be found to be very different from what they are at present; and thus we cannot but anticipate that the injurious and exasperating effects of the proposed Measure will increase with the progress of years; as Religious Denominations, now recognized in the partition of the funds in question, may cease to exist, or decline to a fractional magnitude, and others, now excluded from what was intended for all, may increase in numbers and influence.

Resolved,—5. That, deeply impressed with the value of Religious Knowledge, as essential to the complete effect of an educational scheme, and anxious, as we are that the recognition of God and of His Revealed Will should be impressed on all our public Institutions, so far as that is practicable amidst conflicting religious sentiments,—it is plain to us, that the proposed University Measure has not the redeeming merit of securing this great interest; but, on the contrary, subverts the distinctions of truth and error, by recognizing contrary creeds alike; and goes to foster declining and impoverished Institutions, at the expense of sacrificing a great common foundation, which might be so modified, in respect of its rules and management, as to be available to all classes in Literary and even Religious benefits, without rendering it a channel for diffusing the special Religious opinions of any. And, as to any unavoidable defect in its provision for direct Theological training, this we believe may be most safely left to be supplemented by the various Religious Denominations of Christians, according to their occasions, from their own resources, and in their proper Theological Schools.

Resolved,—6. That, as it seems to be a well ascertained fact, that the available funds of the University are barely sufficient to meet the existing claims upon them, while many important parts of education are wholly unprovided for,—the proposed University Measure holds out to the community, especially in regard to the support of Grammar Schools, prospects of aid which must prove altogether illusory.

WILLIAM RINTOUL, A.M., Chairman, and Professor of Hebrew, in Knox College.

ROBERT BURNS, D.D., Minister of Knox's Church, Toronto.

MICHAEL WILLIS, D.D., Professor of Theology in Knox College.

JAMES HARRIS, Minister of York Township.

HENRY ESSON, A.M., Professor of Mental and Moral Philosophy in Knox College.

ALEXANDER GALE, A.M., Principal of Toronto Academy, and Professor of Classical Literature in Knox College.

JOHN McMURRICH, General Treasurer of Knox College.

SAMUEL SPREULL, Treasurer to Bursary Fund of Knox College.

V. THE ROMAN CATHOLIC CHURCH: REPRESENTING REGIOPOLIS COLLEGE.

On the 5th of November, 1847, the Bishop administering the Roman Catholic Diocese of Kingston, and his Clergy, issued an elaborate Address on the University Question to the Members of the Roman Catholic Church in Upper Canada.

The Address is practically an appeal to the Members of that Church to more actively identify themselves with the cause of education, and more generally to avail themselves of its great advantages, in order that they may be enabled to enter more fully into competition with others, so as to insure success in the various callings of life.

The Address enters fully into a discussion of various social and educational topics, as to their bearing on the personal status and intellectual advancement of Members of the Roman Catholic Church.

ADDRESS OF THE ROMAN CATHOLIC BISHOP AND CLERGY OF THE DIOCESE OF KINGSTON TO THE ROMAN CATHOLICS OF UPPER CANADA.

Dearly Beloved Brethren and Children in Christ Jesus:—

1. It is with the greatest mental pain that we have constantly witnessed the apparent indifference and apathy you have not yet ceased to evince for that which, in the highest degree, concerns your temporal and eternal happiness—we mean the acquisition of proper means for affording Religious Education to the growing generation, as well as to place the Catholic Youth of Upper Canada upon an equal footing, in point of intellectual acquirements, with the youth of other Religious Denominations.

ROMAN CATHOLIC EDUCATIONAL AND RELIGIOUS APATHY DEPLORED.

2. Undoubtedly, there are a few honourable exceptions to this rule; but we are now speaking of the majority—of the very great majority—of the Catholics of Upper Canada, who, we regret to say it, must come under the reproachful rule in this case. To remain silent;—to seem perfectly apathetic on all questions connected with Religion and Education;—to act as if you

really aspired to nothing higher than mere groveling pursuits after material objects, have been too much, we fear, your practice and unvarying policy. In vain have some isolated efforts been hitherto made to awaken you from this state of lethargy. In vain have a few individuals, through the greatest personal sacrifices, exhausted their means, in order to arouse and elevate you from the degrading position of educational inferiority. That all such exertions in your behalf have proved nearly abortive to the present day, has been mainly owing to what we are forced to call your great and culpable indifference to the educational welfare of yourselves and your children; and, consequently, to the absence of all combined energy among you to secure, to your numerous increasing Catholic youth, the advantages of a moral and intellectual training.

OFFICIAL ADVANCEMENT AND PUBLIC POSITIONS NOT AVAILABLE TO ROMAN CATHOLICS.

3. Politically speaking, it is true, we do see occasionally among you some signs of animation, more particularly in seasons of electoral excitement. At such times your minds, sympathising with your Protestant neighbours, appear to be engrossed with a most disinterested zeal to secure the return to Parliament of some selected individual, that you may thus assist in forwarding what, in political phraseology, is commonly called "the good of the party," whose interests you espouse. Such disinterested zeal in the service of your Protestant neighbours is highly laudable, and should justify the assumption of an equally disinterested zeal on their part to subserve your public interests. Whether this be true or not, your own reflections at least will soon inform you, that the Catholics of Upper Canada are not in possession of that share of public honours and emoluments, nor of those professional distinctions, to which their capital,—stake in the Country, as well as their growing numbers, forming, as they now do, more than one-fourth of the population of Upper Canada, ought justly to entitle them. Out of the eighty-four persons constituting the House of Assembly, we can find but two from Upper Canada, calling themselves Catholics. There is one such in the Legislative Council, and, neither in the Provincial Executive, nor upon the Bench, is there an Upper Canadian Catholic. In vain do we look around for a Catholic among the District Judges. We know of none among the Clerks of the Peace and Deputy Clerks of the Crown, and so on, if we look still lower among the Division Court Clerks. Even though we should stoop down to Baliffs and Constables, we can scarcely see a stray Catholic to light upon. If we thence glance around at our District Council Boards and their subordinate Officers, the solitary isolation of the few exceptional Catholics to represent our interests there, serves only to remind us of our general exclusion from such places. Again, examine the various Boards of Police and Corporations of our Towns and Cities, with all their concomitants of Clerks, Assessors, Collectors, etcetera, and you will find that here, too, Catholics are equally rare.

Every January you are entertained with voting at the various Town Meetings. Who are elected at such meetings to serve as Assessors, Collectors, etcetera? Rarely a Catholic. But, if you consider how few and isolated are those Catholics, who chance to be qualified for the Bar, as Barristers, or Attornies, or who happen to be appointed, to the important office of the Magistracy in your several Districts.

4. Since the Common School Act of 1841 came into operation, scarcely, or, perhaps, not even, one Catholic, has received as much as a Local Superintendency of those Schools, which he is taxed to maintain, you must naturally complain at being thus excluded from every post of honour, or emolument, in the Country, to the building up of which, if we may use the expression, you are daily devoting all your health, and the products of your hard industry. Can it be, therefore, that you have a strong predilection for your social servitude; or rather, of being thus reminded of it, do you not feel very indignant at your unjustifiable exclusion from a proportionate share, at least, of the aforesaid, and other, situations of honour, and profit, in common with your well-cared-for Protestant fellow-subjects.

INTELLECTUAL CATHOLIC EDUCATION IS THE REMEDY FOR THIS STATE OF THINGS.

Further reflection will, however, convince you, that, if bigotry and injustice already possess the key, which could open the public doors to your social advancement, you should now lose no time in unlocking them with the counter-key of an intellectual Catholic education. A good deal might be advanced—it is true, to exculpate you for your want of energy in this matter. . .

FORMER WANT OF EDUCATIONAL FACILITIES NO EXCUSE FOR PRESENT APATHY.

But the want of Education in the Country [which most of] you have left, though it may be pleaded in extenuation of the present depressed state of your intellectual condition, cannot, however, justify your apathy and neglect in using every devisable means, under present circumstances, to obtain Catholic Education for your children in this the Country of your adoption.

. . . But even though it be true that, in Upper Canada, the District Grammar Schools, without exception, and nine-tenths of the Common Schools are in Protestant hands, and that nearly all Government encouragement, hitherto, for the diffusion of general knowledge, has unfailingly resolved itself with them, it behooves us, on this account, the more to bestir you to an earnest sense of your moral and intellectual interests,—seeing how many educational advantages you may have suffered your children to be deprived of, through a most culpable apathy, and sheer want of action.

WHAT REMEDY, OR RIGHTS, HAVE WE IN REGARD TO KING'S COLLEGE ?

What remedy then are we to devise to put an end to such glaring injustice, and to place Catholics in a position of equality with Protestants, as to educational rights, on the basis of religious security? Some would simply wish, on this point, to abolish Religious Instruction altogether in the University of King's College, under the impression of letting all sects fight their way on equal ground, without any theological seductions to apostasy. If the Catholics of Upper Canada be satisfied with this arrangement, they have undeniable rights under it, in common with their Protestant fellow-subjects. The University being supported by public property, every individual has an indisputable title to the benefit of its Endowment. If we were of opinion that such an arrangement would be perfectly safe and satisfactory, and that the faith of Catholics would not be threatened in the University, we would be the last to raise our voices against it. But our convictions on the subject are far different. We regard the position of Catholics in the University of King's College as one perilous to their Religion, putting the allurements to apostasy out of the question; and we do not see the possibility of setting things on a proper basis in this particular, as long as the constitution of that University remains in its present form. We are convinced that the University is thoroughly Protestant,—not only in its Constitution, but also in its spirit, atmosphere and teaching.

PRACTICAL OBJECTIONS TO THE ATTENDANCE OF ROMAN CATHOLICS AT KING'S COLLEGE.

King's College will continue to be so in its teaching, so far as it can be, with any appearance of neutrality. Catholics, it is true, are not bound to attend catchetrical Lectures, or examinations; they are not taught absolute anti-Catholic doctrines, but they are taught anti-Catholic philosophy, a much more subtle and efficient agent. They are taught Locke, with his rationalising material tendencies, and his open scorn of Catholic mysteries. They are taught Paley and Butler,—useful books, if read with proper corrections, but which, from their very excellence, and from the assumption running through them, that Christianity means the Protestant Religion, and none other, are calculated to have influences most injurious to Catholicity. They are taught, what is called the Scotch school of metaphysics, the very basis of which is the sufficiency of the human understanding to measure itself and everything else, and an overweening contempt for the whole race of Catholic Philosophers, who are lumped together under the name of "School-men."

ANTICIPATED DANGERS TO THE ROMAN CATHOLIC FAITH FROM ATTENDANCE AT KING'S COLLEGE.

We believe it is impossible that such reading, unalloyed and uncounteracted, should not insensibly warp the mind of a young Catholic. Most probably he will not perceive, at first, the opposition between the spirit of such philosophy and the spirit of his faith. He will think, very likely, that those metaphysics may be made to square with any form of belief, and with Catholicity among the rest, and he may be right as to the metaphysical dogma.

But his cast of thought, his mode of regarding spiritual and supernatural things become absolutely Protestantized; and, should he come, (as he undoubtedly will,) to have religious disputes with his Protestant fellow-students, he will find his weakness in supporting his faith under the influence of the common metaphysical ideas, and will be thrown into doubts and perplexity, and, if, when his range of reading extends, he makes acquaintance with French Philosophers, who have taken up the principles of Locke, and have developed them into absolute atheism and materialism, how can he, with his outworks thus shattered, hope to defend the citadel of his belief?

OBJECTIONABLE WORKS ON HISTORY TAUGHT IN KING'S COLLEGE.

If we turn from metaphysics and moral philosophies to other studies: to wit, that of History, the nature of which study is naturally attractive to young men. Now what are the Books invariably selected (for King's College) in this department? . . . David Hume and William Robertson, Henry Hallam, and Doctor Miller's Philosophy of History, shewing, amongst other things, how God providentially disposed matters in Europe for the diffusion of Gospel light and truth, at the time of the Reformation!

Or, if we seek beyond these, we find the production of the modern French School, such creedless fanatics as Guizot, or such anti-Catholic fanatics as Thiers. We may be certain that none of the profound works that have appeared during the last twenty or thirty years, putting the Catholicity of the Middle Ages in its true light is ever put into the hands of the student of King's College. It would be vain to expect Slegel's Philosophy of History to be offered instead of Doctor Miller's.

THE OTHER SIDE OF THIS QUESTION CONSIDERED.

But we shall be asked : Do we expect Protestant Teachers,—the five-sixth of whose students are Protestants,—to offer to their pupils works tending indirectly to favour Catholicism ? We do not expect it : that is precisely what we mean to say ; but as little can we expect that works tending very directly and pointedly to slander and degrade the Catholic Religion should not produce their effects on the minds of those who read them.

THE NATURALLY ANTI-CATHOLIC ATMOSPHERE AT KING'S COLLEGE.

So much as to actual teaching : the Protestant atmosphere of King's College will be even more powerful in its influence. The whole public opinion and cast of thought, which the Catholic student will find around him, there, will be essentially Protestant. His Tutors, whom he is bound to listen and look up to, will be Clergymen of the Established Church : his intimate and chosen friends will be, in all probability, Protestants : controversy will be a thing of necessity. Some good may possibly come out of this, in the way of allaying bigotry and dissipating prejudice. The Catholic may succeed in persuading those of his circle that our Religion does not absolutely inculcate perjury and murder, that the Pope cannot dispense with moral obligations, or give license to commit sin ; and that Catholics themselves are like other people, and may be loved, as well as hated. Heaven forbid that we should conceal, or underrate, any good that is effected in the breaking down of prejudice, and the diffusion of Christian charity !

DANGERS INVOLVED IN RELIGIOUS AND THEOLOGICAL DISCUSSIONS BY YOUNG STUDENTS.

But, we should not forget at what a disadvantage, and with what danger to himself, the young Catholic student enters the arena of such discussions. Well grounded in controversy, it is almost out of the question that he should be, whilst his opponents have all their common-places ready at hand in the armory of the Divinity School of the College. He is assaulted with texts of Scripture, whose perversion he is not theologian enough to expose, with the falsest statements of Church History, easily made, but not easily confuted. And his situation is one of a minority, and combating against inveterate prejudice, makes him, of necessity, take up a low and apologetic position, instead of his high vantage ground becoming a son of the Church. It is just possible, that, under peculiar circumstances, and with a rare constitution of mind, this sort of controversial warfare may operate to confirm the Student's belief in Catholicism. But, it is for the rule we provide, and not for the exception ; and it is too plain for argument, that the general result must be the unfastening of religious conviction.

RELIGION IN A PROTESTANT FORM IS PRESENTED TO THE STUDENT IN KING'S COLLEGE.

Again whatever Religion is presented to his eyes at all, within the walls of the University of King's College, is presented in a Protestant form. Not that, amid mechanical routine, and worldly pursuits, there is much positive religious zeal of any kind ; still, among such a number there will be some pious men, whose lives exhibit the effect that any Christian belief,—any faith in the New Testament, will exercise on those, who sincerely try to obey its dictates. The result of all these manifold influences, a result pressed upon the young Catholics from every side, and in every shape, is, that, after all, there is no difference between one religion and another : that a Catholic who will act up to his faith, will be a good man, and a Protestant the same : that the two Religions are but different modes of worship and thanksgiving to the same God, who, in all probability, looks upon both with an equal eye, weighing, not the creeds, but the character of the possessors ; that each has produced its persecutors and martyrs, its zealots and hypocrites, its saints and sinners ; that, as a man's profession of faith is the result of a thousand accidents, independent of his will, it is impossible it could either serve, or injure, him in the sight of Heaven ; that Catholics and Protestants are filled with foolish prejudices against one another ; and that the great bane and curse of the world are bigotry and theological bitterness. Thus does absolute indifferentism come in the guise of tolerance and Christian charity, while Deism and Pantheism, and all the foul vapors of France and Germany, hover not far distant.

THE TENDENCY TO INDIFFERENTISM IS THE RESULT OF SUCH ADVERSE INFLUENCES.

Nor should we forget how, during this time, the great safeguards against the passions is almost sure to be gone. By a miracle, or little short of it, a young Catholic might continue during his College career, a faithful attendant on the Sacraments. There is everything to withdraw him from them, and nothing, humanly speaking, to attract him towards them. It is then, too, that the vicious passions are in their bloom and strength, and upon their gratification, the lax discipline of all Universities lays but little restraint. And we well know what effect such offences have in deadening the roots and parching up the springs of religious faith.

PRUDENTIAL FEAR A WEAK BARRIER AGAINST THE NATURAL TENDENCY TO EVIL.

When therefore, we consider the temptation to apostacy for Catholic students in the University of King's College, what antagonists does it find to fight with? Mainly, we fear, human reputation, love of character and fear of shame. This is an evil that the abolition of Religious tests for University Offices would not remove. The external mark of the evil influences would exist no more; but would the influence itself cease to exist? Catholics would not probably apostatize to the Established Church of England, for the current of neither the belief, nor unbelief, of the world is setting in that direction; but they might lose their Catholicism just as effectually.

ANTI-CATHOLIC EDUCATIONAL INFLUENCES LIKELY TO GOVERN THE UNIVERSITY.

The education would not be altered, not, at least, until, the Catholics had such a majority in the Governing Body of the University, that they could direct it according to their pleasure; and, if such a contingency came about, (a thing not at all probable, or desired,) the change they would introduce, might possibly be as unjust to the religion of the Protestants, as the present system is to that of Catholics. The Protestant atmosphere of the University would not be altered, unless everything connected with religion at all was summarily banished from the Institution, which would be another injustice, not only to the Catholics, but also to the Protestants, who do not desire education without religion.

THE ANTI-RELIGIOUS SPIRIT OF THE TIMES IS MOST TO BE FEARED.

The fact is, that, in our age and Country, it is not merely the effect of anti-Catholic instruction, but the absence of positive Catholic instruction, that is to be feared. In a time, when through God's providence, or judgment, the intellect of the world is in a great measure set apart from his truth, and wanders on a shoreless sea of speculation, that influence detrimental to faith, which we believe to act so powerfully within the walls of the University, is far from being bounded there. It breathes through all our current literature, through all that a young man could select for himself, to train and educate his mind.

THE TENDENCY OF YOUNG MINDS AS TO RESTLESS IMPATIENCE IN DEALING WITH OLD TRUTHS.

It is at the time when the mind of youth becomes impatient of the implicit faith of his boyhood, and, in the pride of maturing intellect, launches into inquiries upon all topics in Earth and Heaven; it is then that it specially requires that wise instruction and guidance which leads, and does not drive, that it needs to be pointed out that the errors lying at the root of that mis-called philosophy, which has usurped the modern throne of intellect. If, as we believe, the doctrines of the Church form the only truth, and the only sure basis of action that a man has, or can have, in this life; that in them lies the key of his destinies and that, with them, all human wisdom, all true, moral, and mental, science must have relations,—it seems an injustice to make no provision whatever for impressing these truths upon the mind, at a time when it is thirsting for the reception of all truths;—to send forth the educated Catholic, if not sceptical, as to his religion, yet holding it as a fragmentary portion of the great fabric of his opinion, a portion which exercises no influences, or almost none, upon his life.

WHAT IS THE BASIS OF OUR ADHESION TO THE PROVINCIAL UNIVERSITY SYSTEM?

In a word, we never can consent to any settlement of the University question, which does not provide the Catholic Student with Catholic instruction, and supervision, as well as with the means of attending to those sacramental and sacred duties which are absolutely enjoined for his moral welfare, by the inviolable ordinances of his Church.

From the inevitable antagonism, then, of Protestantism to Catholicity, the consequence obviously follows, that a Catholic should not, and, therefore, it is to be hoped, will not, receive their education promiscuously with Protestants. Let them then, as is their bounden and solemn duty, unite all their efforts; and without relaxing them in public and private, steadily endeavour to obtain from the Government of the Country, which they so powerfully contribute to support, their equitable and rightful share of its educational distributive justice.

THESE CONSIDERATIONS HAVE LED US TO ADOPT A SERIES OF RESOLUTIONS ON THE
UNIVERSITY QUESTION.

The important question of the education of our Catholic youth, having been brought before us, we have, therefore, in Convocation held at Kingston, on the fifth day of November, eighteen hundred and forty seven, unanimously adopted the following Resolutions:—

Resolved, 1. That among the various causes now contributing to check the growth of intellectual improvement in the Catholic youth of the Province, we assign these two as the chief, videlicet:

(1). The most unjust diversion of the proceeds of the Jesuits' Estates, which, though originally purchased, or given, as private donations for Catholic educational purposes, nevertheless, for a long series of years, and to the present day, have been notoriously diverted into channels utterly hostile to Catholic educational interests, as well as repugnant to the intentions with which the said Estates were purchased, or given.

(2) The second of the said assigned causes is the seizure, by the Corporation of King's College, of the Lands set apart, by the munificent liberality of the Crown, in 1797, for the education of Catholics, as well as those of other Religious Denominations; so that these Lands have been rendered of no avail for the [separate] education of Catholics.

Resolved, 2. That, as it is our firm persuasion that the attendance of Catholic students in the University of King's College, Toronto, under its present form, is dangerous to their religious faith and morals, we shall, therefore, do all in our power to prevent them from attending there.

Resolved, 3. That, however strongly we condemn the present constitution of the University at Toronto, we shall oppose any settlement of the University Question, which does not provide adequate means of Catholic instruction and supervision, for the Catholics of Upper Canada, not in connexion with the University of King's College.

Resolved, 4. That we consider the endowment of the College of Regiopolis, in an adequate manner, with means taken from the Jesuits' Estates, or [the endowment of] the University of Toronto, or from any other source at the disposal of the Government, the most suitable way of procuring education in the higher branches of knowledge, for the Catholics of Upper Canada.

Resolved, 5. That naturally disconnected, as we are, by the duties of our Sacred Ministry, from what are usually termed "politics," yet conscientiously holding the question of education, to be of vitally religious importance, to the moral and intellectual well-being of the people entrusted to our spiritual charge, we will henceforward, endeavour, in every becoming and constitutional way, to use our influence with our flocks, to prevent any Member being returned to the Provincial Parliament, who will not previously pledge himself, in explicit terms, and in the most candid and public manner, to use Parliamentary exertion, in efficiently providing for the suitable education, as aforesaid, of the Catholics of Upper Canada.

PETITION TO THE LEGISLATURE, FOUNDED ON THE FOREGOING RESOLUTIONS.

After the Resolutions were passed, the following Petition, intended to be presented to the Provincial Legislature, at its next sitting, was unanimously agreed to, and signed by all the Clergymen present at the meeting:

To the Honourable the Members of the Legislative Assembly, in Provincial Parliament Assembled:

The Petition of the undersigned Clergymen and Laymen, of the Roman Catholic Church, of that part of the Province of Canada, formerly called Upper Canada,

Respectfully Sheweth,

That your Petitioners, and the brethren of their Religious Faith, forming as they now do, one-fourth of the population of Canada West, have, for a long time, seriously deplored the lamentable want of efficient public aid in providing, consistently with their religious principles, a

suitable education for their youth, whose growing numbers are so rapidly increasing, as to require for this object, whatever assistance from the public funds it may be in accordance with the wisdom of your Honourable House to bestow.

Your Petitioners beg also, respectfully, to submit to the consideration of your Honourable House, how important it is for the general prosperity of the Country at large, that no feelings of mistrust should be allowed to take root in the minds of the Roman Catholics of this Country, as to any want of solicitude, on the part of Government, to afford them, in common with all other Religious Denominations, a proportionate share of its patronage, as well as support, out of the public revenues, in aid of education.

Your Petitioners beg respectfully to suggest, that, besides their difficulties in procuring general education for their youth, agreeably to their religious tenets, being greater, from many causes, than those of other Christian Denominations, they have also another superior difficulty to contend with, arising out of the yearly immigration of so many persons wanting the means of education,—the reasons of which it is unnecessary here to explain.

Your Petitioners moreover respectfully represent, that there are, at present, in the different sections of this Country, many Roman Catholics, who, having acquired considerable substance by their skill, or industry, are anxious for the education of their sons in the higher branches of learning; but, from this they are debarred, by a solicitude alone for the preservation of the religious faith of their children, and not by any want, whatever, of the kindest feelings for the Protestant fellow-subjects. For it is their, and our decided, conviction, that, even though the present constitution of the University of Kings College, Toronto, should be amended, according to the most liberal form, the great majority of the Professors will be, undoubtedly, Protestants, and obviously anti-Catholic, in their admonitory tendencies and teachings. Solicitous, therefore, as we are, for the education of our Upper Canadian Catholic youth, in all the higher walks of learning, in a mode consistent with the moral enjoyments of our Religious Faith, we might also incidentally allude to the benefit which the whole Province would derive, from the education of our French Canadian brethren, both anxious and able, to give all the benefits of an English education to their sons, but who have been hitherto deterred from doing so, by the want of an Institution in Upper Canada, where they might receive such an education, without fear of detriment to their religious faith.

Since the opening of the College of Regiopolis, at Kingston, several of such persons have lost no time in placing their sons in that Institution. If, then, through the liberality of your Honourable House, either from the property of the University of King's College, Toronto, or out of the proceeds of the Jesuits' Estates, or from other sources at the disposal of the Provincial Government, the College of Regiopolis be established on a permanent and respectable basis, so as to be enabled to support a staff of well-trained Professors, for the upper branches of learning, Catholic parents in both portions of the Province, will feel security and encouragement, in confiding their children to that Institution. Their encouragement will be heightened by the cheering prospect, which hope ever raises in the mind of the parent, at the thought of a superior education for his child; while their security will never be disturbed by apprehensions on the score of those religious principles, which the children will imbibe from their Professors.

Should it seem meet to the wisdom of your Honourable House to take the above premises into your just consideration, and make a suitable provision for the said College of Regiopolis, in the manner aforesaid, or in such wise as may seem fitting to your Honourable House, in its proper discretion, your Petitioners, as in duty bound, will ever pray.

PATRICK PHELAN, Bishop of Carthage, Coadjutor, and Administrator of the Diocese of Kingston.

ANGUS MACDONNELL, V.G.,
J. H. MACDONOUGH,
EDWARD VAUGHAN,
MICHAEL BRENNAN,
MICHAEL MACDONNELL,
DENNIS BEGLEY,
J. J. MADDEN, D.D.,
HUGH FITZPATRICK,
JOHN CANNON,
CHARLES BOURKE,
BERNARD COYLE,
JAMES J. CHISHOLM, D.D.,
PETER O'CONNELL,

JOHN MACDONALD, V.G.,
PATRICK DOLLARD,
OLIVER KELLY,
EDMUND P. ROCHE,
JOHN O'NEIL,
DANIEL FARRELLY,
MURTH LALOR,
GEORGE A. HAY,
PHILIP O'REILLY,
FERGUS P. MCEVAY,
JOHN FARRELL,
MICHAEL TIMILIN.

KINGSTON, 5th of November, 1847.

CHAPTER V.

VARIOUS PROCEEDINGS AND PAPERS IN REFERENCE TO THE
UNIVERSITY QUESTION OF 1847.

During, and after, the time, in which the Macdonald University Bills of 1847 were submitted to the House of Assembly, a widely extended agitation took place for and against these Bills. The parties engaged in the discussions on the subject arrayed themselves into two parties and took sides—the one was warmly in favour of the Macdonald “partition scheme,” and the other as strongly opposed to it.

I have already given the views of the friends of the partition scheme. They were those who had established Colleges, Victoria, Queen’s and Regiopolis, and who had hitherto received little, or no, aid from the Legislature, in support of these Institutions. They based their right to a part of the Endowment Fund of King’s College on the ground that the original grant of lands was not only made for the support of the Grammar Schools, and one University alone, but also for the establishment of “Seminaries of a larger and more comprehensive nature,” such as their Colleges were.

The Council of King’s College was, as I have shown on pages 39-41, arrayed, also on the “anti-partition” side of the question, but for a very different reason from those who maintained that the University of King’s College was intended to be a National Institution, and, as such, should not be controlled by a single Religious Denomination, as such control was at present claimed as a right by the Church of England in Upper Canada.

One of the most influential meetings, on the “anti-partition” side of the question, was held at Montreal, under the auspices of the Honourables Francis Hincks George Brown, Malcolm Cameron, Luther H. Holton, Louis T. Drummond and Benjamin Holmes—three noted men from Upper Canada, and three from Lower Canada—all Members of the Legislature of Canada.

I. UNIVERSITY “ANTI-PARTITION” MEETING HELD IN MONTREAL IN JULY, 1847

At this Meeting, which was held in July, 1847, the following Resolutions were adopted, as was also, a Petition to the House of Assembly, founded on them :—

Moved by the Honourable Francis Hincks,* seconded by Mr. E. Atwater, and,—

* Mr. (afterwards Sir) Francis Hincks, in moving this Resolution quoted, in support of his views on the University Question, the Despatch of Lord John Russell to Lord Sydenham, Governor-General, dated the 12th of October, 1840, which will be found on pages 107, 8 of the Fourth Volume of this Documentary History. Lord John Russell, in this Despatch, was dealing only with the question of applying part of the King’s College Endowment to the support of a purely Presbyterian Theological Professorship in Queen’s College, Kingston.

Resolved 1. That this Meeting has heard with alarm and indignation, that a Measure has been introduced into the House of Assembly, partitioning the greater part of the Endowment of the University of King's College, Toronto, among certain Religious Bodies, and devoting the small residue to the support of the Grammar Schools. The Meeting would deeply regret the consummation of a Scheme, which would destroy, forever, the hope,—so long entertained, and, apparently, until now, so near fruition,—of securing for the youth of Canada West, a high Scientific and Literary Educational Institution, not inferior to the great Universities of Europe.

Moved by the Reverend J. M. Cramp, A.M., (Baptist) seconded by Mr. William Bristow, and

Resolved 2. That this meeting, though chiefly composed of residents in a City not so immediately affected by the proposed demolition of the great University of Upper Canada, as the sister Cities of the West, cannot but feel that the effects of this Measure would be felt in every corner of united Canada. King's College University, properly conducted, might be the means of sending the genial influence of moral and intellectual light far and wide through our Land,—and every lover of his Country must feel, that, should the Bills, now before Parliament, be carried, there is no section of Canada which will not suffer from the inferior and sectarian tone of thought, too certain to emanate from the numerous Seminaries, which are to replace the One National University. While this Meeting, therefore, especially sympathises with the people of Western Canada, as to the great injury with which they are threatened, it regards the question as one, in which all Canadians are deeply interested; and earnestly protests against a Measure so fraught with folly and injustice.

Moved by the Reverend J. Girdwood, (Baptist,) seconded by Mr. Louis T. Drummond, M.P., and

Resolved 3. That, in the opinion of this Meeting, King's College University should be the great national nursery, of Philosophy and Science, Literature and the Arts, for Western Canada; that Chairs should be established in it, especially devoted to the studies of Agriculture, Commerce, and Political Economy; and that there should be no Theological Chair, and no tests, either for Professors, or Students, in the University.

Moved by the Reverend W. Taylor, A.M., (United Secession,) seconded by Mr. E. C. Tuttle, and:

Resolved 4. That, to secure the integrity of the Institution, the patronage of the Chairs and the management of the Estate should be vested in an independent Board, (distinct from the Members of the Faculty, or others, holding paid offices within the Colleges,) who shall report annually to the Provincial Legislature.

Moved by the Reverend John Cordner (Unitarian), seconded by Mr. J. Fraser, and

Resolved 5. That the ample Endowment of King's College is the property of the people of Canada, specially devoted to the education of the youth of the Province, and that all have equal claims to the advantages derivable from it; and that the Scheme, now before Parliament, in proposing to wrest the Endowment from the general use, for the benefit of a favoured portion of the community,—and that, not as subjects of the Realm, but in their character as Religionists,—is a fraud upon the rights of the Canadian People.

Moved by Mr. G. B. Muir, Advocate, seconded by Mr. Malcolm Cameron, M.P. and

Resolved 6. That this Meeting views with alarm the additional source of discord and division, which the Measure now before Parliament, would entail on the Province,—already too much divided by feelings of National Origin, and by Religious differences. One of the highest benefits, which a great National University would confer on the Country, would be in bringing the youth of the various Religious Denominations together: breaking down early prejudices, through the softening influence of social intercourse, and establishing, in their room, respect for the conscientious opinions of those with whom they differ. The sectarian system of education now proposed to be introduced, it is to be feared, will immeasurably increase the evil.

Moved by Mr. George Brown, of Toronto, seconded by Mr. John Young, of Montreal and

Resolved 7. That this Meeting, while totally repudiating all schemes for the partition of King's College Endowment, has special objections to the present one, on account of the singular unfairness of the division it proposes. Only four of the numerous Bodies of Christians in Canada are included in the Scheme; and, of those four, one, (the Church of England,) for her single share is to receive much more than the three other put together. That this Meeting recognizes no peculiar claims of any one Church to a preference over the other Religious Denominations of the Province, and not only regard the present Scheme, —although apparently making a division

among four of the larger Religious Denominations,—as, in fact, a Measure framed for the benefit of the Church of England ; and one, which, when well understood in the Country, will cause universal dissatisfaction.

Moved by Mr. Benjamin Holmes, seconded by Mr. Luther H. Holton, and

Resolved 8. That this Meeting desires to see a Grammar School System in operation in Upper Canada ; but it is firmly opposed to encroaching on the Endowment of King's College for its support. A very large Grant of Public Land has been already set apart, for that object, and, if found insufficient, there are extensive tracts of the Waste Lands of the Province, yet unappropriated ; a portion of which could not be better employed than in furnishing higher education for the people.*

II. ELECTION ADDRESSES ON THE UNIVERSITY QUESTION IN 1847

Having, in the Educational Proceedings of the Legislature of 1847, given the result of the "Anti-Partition" Meetings held in Toronto, Hamilton and elsewhere, in the shape of Petitions against the Macdonald University "Partition Scheme," I now give extracts from the Addresses of Candidates for Election to the House of Assembly on the same subject. The first of these extracts is from an Address to the Electors of the County of Peterboro', at the end of the year 1847, by Mr. John Langton, M.A., afterwards Vice-Chancellor of the University of Toronto. It is taken from pages 119, 120 of the "*Life of Sir John A. Macdonald by his Nephew, Lieutenant-Colonel J. Pennington MacPherson.*" This writer of Sir John Macdonald's Life says :—

Mr. John Langton,—late Deputy Minister of Finance,—in his Address to the Electors of the County of Peterborough, thus declares himself in favour of the Macdonald Partition Scheme† :

I. MR. JOHN LANGTON'S ELECTION ADDRESS OF 1847, IN FAVOUR OF THE PARTITION SCHEME.

Three distinct propositions are before the Country :—

(1) That of a University endowed by the public, but from which two-thirds of the public are practically shut out, is too exclusive to meet with much support in the present age.

(2) The second plan, by which a large and wealthy University would be maintained at Toronto, unconnected with any Religious Denomination, appears to me almost equally objectionable. For, besides the impolicy of systematically excluding Religion from the education of our youth, such an Institution, however efficient in itself, would, in the present circumstances of the Province, be almost inaccessible to the majority of the population.

(3) By far the most equitable principle is, in my opinion, that adopted by Mr. Macdonald's Bill,—to give to each Religious Denomination a College amply endowed, where the higher branches of knowledge may be taught to those whose professions require, or whose means afford it, whilst, for every Municipal District is provided a large and efficient Grammar School and a Model Farm, which will bring an excellent practical education within the means, and home to the doors, of all classes.

JOHN LANGTON.

PETERBORO, December, 1857.

*In the Proceedings of the Legislature of Canada of 1847, there is no record that the Petition founded on the foregoing Resolutions was presented to either House. See page 54.

†Mr. John Langton, when Vice-Chancellor of the University of Toronto, took an active part, with Doctor, (afterwards Sir,) Daniel Wilson, in opposing the Wesleyan Petitions to the Legislature in 1860, in regard to University Reform and the "Partition Scheme" then advocated.

II. MR. JOSEPH C. MORRISON'S ADDRESS AGAINST THE PARTITION SCHEME.*

The subject of King's College excites much interest throughout the Country. I am opposed to the division of the Endowment among four, or any number of, Religious Bodies. I desire to see the endowment appropriated according to the original intention—solely to the maintenance of a great Provincial University, situated in the City of Toronto, under proper control and management, and open, upon equal terms, to the sons of all our fellow subjects, of every sect. I object to any proposal for destroying the one National University, and establishing on its ruins a number of inefficient Sectarian Colleges in different parts of the Province, as contemplated by the Bill of last Session.

TORONTO, December the 10th, 1897.

JOSEPH C. MORRISON.

III. MR. JOHN W. GAMBLE'S NON-COMMITTAL ADDRESS ON THE PARTITION SCHEME.

Another subject presented itself, upon which I may be expected to declare my views, "The University of King's College." It appears to me, as far as I understand the matter, that the Endowment for that University was intended to give the advantages of a Superior education to the people of this Province, without distinction of sect, or party; any measure consistent with that principle, having for its object the extension of that benefit to the greatest possible number, without divesting the Institution of its religious character as a Christian Seminary, will have my support.

JOHN W. GAMBLE.

Vaughan, 16th of December, 1847.

IV. MR. DONALD BETHUNE'S ADDRESS AGAINST THE PARTITION SCHEME.

Perhaps, Gentlemen, you may desire to be informed of my views with regard to the change that is proposed to be made in the Endowment of the University of King's College.

It appears to me that the Ministerial scheme is not one that can give general satisfaction, inasmuch as its provisions do not seem to embrace all classes of Her Majesty's Subjects within the Province. If a division, for the sake of peace, be necessary, it must be equitable and impartial. If we accede to the principle of division, in departing from the original Charter, we must be just to all for whose sake this abandonment of Charter, that ought to be deemed sacred, is made. The Scheme proposed is objectionable, too, on other grounds. I think the amount proposed to be given to each College too small to ensure Professors of high qualifications for the several Chairs. The Medical Faculty in King's College will, according to that plan, be excluded from the University, unless the amount proposed to be given to it be considerably increased. I have heard it stated that some other provision is proposed to be made for the Medical Faculty, but it has no place in the Bill proposed during the last Session of Parliament.

As for Upper Canada College, that noble and prosperous Institution is to be levelled down to a District Grammar School. Of what offence the Principal and Masters have been guilty, so to incur the displeasure of the Government, as to be deprived of their present standing and lessened in importance in the public eye, after the immense good they have achieved, I have not been informed.

Toronto, 11th of December, 1847

DONALD BETHUNE.

V. MR. GEORGE MUNRO'S ADDRESS IN FAVOUR OF THE PARTITION SCHEME.

I shall, as I have already done support, to the extent of my ability, any Bill for the division of the Endowment of King's College University in this City, that it may be equitably apportioned for the benefit of the Religious and Literary Institutions at present in Canada West, or that may hereafter be established; with liberal provision for Grammar Schools, Agricultural Model Schools and Model Farms, where the children of the poor man, equally with the rich, may be educated, and enjoy all these blessings without distinction.

By the Bill, now proposed, I am convinced that an endless source of dissension and quarrelling would be avoided. The several Religious Denominations will be separately endowed;—local education will be far better attended to, and a stop put to the unhappy disputes which have so long impeded the usefulness of the University Endowment.

GEORGE MUNRO.

TORONTO, 8th of December, 1847.

* Mr. Morrison was also a Vice-Chancellor of the University of Toronto.

VI. MR. HUGH SCOBIE'S ADDRESS IN FAVOUR OF THE PARTITION SCHEME.

With regard to the University Question, it was a subject that the peace of the Country demanded a settlement of. Mr. Baldwin, in 1843, and the Government that followed him, in 1845 and 1846, brought forward proposals for the settlement of the question ; but the efforts of Mr. Baldwin, and those who have followed him, have been altogether fruitless. The excitement occasioned, year after year, by this question, was detrimental to the peace and prosperity of the Country ; and all parties should unite cordially to bring about so desirable an object as its final adjustment.

The Lands were originally set apart in 1797 for the support of Grammar Schools, and, in process of time, for the support of other Seminaries of a higher character, for the instruction of the youth of the Country in the Arts and Sciences, and the promotion of religious and moral learning.

Since 1831, the efforts of the Parliament of Upper Canada, before the Union of 1840, were directed to the recovery of the Lands, from one large Institution in Toronto, to which it was conceived they were improperly applied, and their application to the first intention, videlicet, the support of free Grammar Schools. These efforts were led by the Honourable William Morris, now, (in 1847), President of the Executive Council of Canada. All former efforts for the settlement of the question having failed, the present Government have submitted a proposal to the Country, to grant support from the College funds and Grammar School Lands, to Grammar Schools in every District, having a Model Farm attached to each ; and also to grant support to the Colleges already in existence in Upper Canada, which have been founded by the laudable exertions of individuals, and assisted, in some measure, by Parliamentary Grants from the Public Revenues.

It was not proposed to give this assistance to these Colleges, because they were Methodists, Roman Catholics, Presbyterians, or Episcopalians, but because they were useful Seminaries of Learning, already in active operation, in which many of our youths were receiving their education, who would hereafter have to take their part on the public stage, and, be trusted, and become ornaments of society.

It was very undesirable that these useful Colleges should be destroyed ; but it was, in every respect, commendable that they should be properly supported and maintained ; and that the public revenues should no longer be taxed for that purpose, when there were College and School Lands and funds, specially set apart for the purpose. These Colleges, placed in different parts of the Province, would be more convenient and accessible than one College in any one place, and contribute more to the general advancement of learning. Such was the case in the Mother Country, and we should endeavor, as much as possible, to imitate all that was good in the land of our ancestors.

Such is the nature of the University Measure now before the Country, which, with some modifications in its details, would most likely be again submitted to Parliament at next Session.

TORONTO, December, 1847.

HUGH SCOBIE.

VII. MR. JOHN BOWER LEWIS' ADDRESS IN FAVOUR OF THE PARTITION SCHEME.

The first great subject which now agitates the public mind, and which will engage the earliest attention of the Legislature, is the University Endowment of King's College. I regard the final settlement of this vexed question as essential to set at rest forever that spirit of strife and agitation, so baneful to the best interests of this Country.

Viewing the principles of Christianity as the basis of individual happiness and national prosperity, I shall ever offer my determined opposition to the godless scheme of education proposed by the opponents of the present Government. On the other hand, I am prepared to support the distribution of the Endowment, propounded in the Ministerial Measure introduced last Session,—conceived, as I consider it to be, in a Christian and equitable spirit, and according to the sentiments of the various Religious Denominations in Canada, whose views the House of Assembly represent, and for whose benefit they are called upon to legislate. That feature in the (Macdonald) University Bills, by which a handsome provision is reserved to accumulate for the benefit of other Religious Denominations, I will endeavor to see carried out in a spirit of justice, and with a view to their numbers and position.

Bytown, December, 1847.

J. B. LEWIS.

CHAPTER VI.

PROCEEDINGS OF THE KING'S COLLEGE COUNCIL IN 1847.*

At the last Meeting of King's College Council, held on the 30th of December, 1846, the Bursar submitted the following statement, showing what were the funds available for the University up to the end of that year, as follows :

Particulars.	Amount on the 25th of November, 1846.			Amount on the 30th of December, 1846.		
	£	s.	d.	£	s.	d.
<i>Negotiable :</i>						
Public Debentures	31,597	19	5	31,597	19	5
Stock of the Bank of Upper Canada	250	0	0	250	0	0
Stock of the Gore Bank	187	10	0	187	10	0
<i>In fee :</i>						
Assigned by Messieurs Ridout	540	14	0	540	14	0
Brantford Property	4,227	14	0	4,227	14	0
Ashfield property	480	0	0	480	0	0
Assigned by Mr. George A. Barber	1,150	0	0	1,150	0	0
Bay Street property, Ground Rent	2,500	0	0	2,500	0	0
Garrison Common Property	2,362	10	0	2,362	10	0
Elora Property	500	0	0	500	0	0
<i>In Bond or Mortgage :</i>						
Colonel Wells	643	3	5½	643	3	5½
Mr. J. P. De La Haye	300	0	0	300	0	0
Mr. T. G. Ridout	875	0	0	875	0	0
Mr. John Radenhurst	875	0	0	875	0	0
On Farr's Mills	2,096	10	9	2,096	10	9
Saint James' Cathedral	3,750	17	0	3,750	17	0
Mr. George Ridout	2,910	5	3	2,910	5	3
Mr. John Ritchie	1,000	0	0	1,000	0	0
Mr. James Good	1,000	0	0	1,000	0	0
Mr. — Hunter	200	0	0	200	0	0
Total	£57,447	3	10½	£57,447	3	10½
Add interest due on Debentures and Bank Stock				570	16	6
Cash Balance in the Bank of Upper Canada				953	18	8
Cash Balance in the Bursar's Hands				61	14	6½
Grand Total				£59,033	13	7

January 27th, 1847. Read the following Letter dated the 5th instant, from the Honourable Chief Justice Robinson, on the status of Members of the King's College Council, etcetera.

I have, since my return from the Circuit, several times spoken to the other Judges of the Queen's Bench on the subject of the Minute of the Council of King's College of 30th of June last, transmitted to me on 20th of August ; and if, our opinion on any points of the kind, not formally brought before us, can be of service to the Council, we have no objection to say that we conceive that the Principal of Upper Canada College, not being a Professor of King's College, can be no otherwise a Member of the Convocation of the University, than by virtue of some such Degree as will make him a Member of the Convocation, under the Charter. And further, that, in regard to the College Chapel, the Statute 7th, William IV, Chapter 16, being silent on the subject, and merely directing that the Principal of Upper Canada College shall be a Member of the College Council, and that the College itself shall be incorporated with, and form an appendage to, the University, we see no foundation on which any legal claim to precedence can be said to rest, in relation to the College Chapel, or any claim to accommodation therein.

It must be left, as we consider, to the governing Body of the College, which we must assume would always be disposed to provide, as far as may be convenient, for those connected officially with the University, who do not form part of the domestic establishment of the College.

Toronto, 5th of January, 1847—

J. B. ROBINSON, C. J., Visitor of King's College.

This Letter was referred to Vice President McCaul and Doctor Beaven, the Dean, to report thereon.

On the Petition of Mr. Frances Wilson, alias Wabunoosay, a Missaugua Indian, he was admitted as a Medical Student without payment of Fees.

(*Note.*—The young Indian died of small pox a few weeks afterward.)

No other business of public interest was transacted.

February 10th, 1847. Captain Lefroy, Director of the Observatory, presented to the College Museum, several Esquimaux curiosities. No business of importance was transacted.

February 24th, 1847. The Bursar submitted the following Monthly Return of the Invested property of the University of King's College :—between the 27th January and the 24th February 1847.

Particulars.	Amount on 27th January, 1847.			Amount on 24th February, 1847.		
	£	s.	d.	£	s.	d.
<i>Negotiable :</i>						
Public Debentures	31,597	19	5	31,597	19	5
Stock of the Bank of Upper Canada.	250	0	0	250	0	0
Stock of the Gore Bank	187	10	0	187	10	0
<i>In Fee :</i>						
Assigned by Messieurs Ridout	540	14	0	540	14	0
Brantford Property	4,227	14	0	4,227	14	0
Ashfield Property	480	0	0	480	0	0
Assigned by Mr. George A. Barber	1,150	0	0	1,150	0	0
Bay Street Property (Ground Rents)	2,500	0	0	2,500	0	0
Garrison Common Property	2,362	10	0	2,362	10	0
Elora Property	500	0	0	500	0	0
Peterborough Property				235	0	0
Port Albert Property				35	0	0
<i>On Bond or Mortgage of :</i>						
Colonel Wells	643	3	5½	643	3	5½
Mr. J. P. De la Haye	300	0	0	300	0	0
Mr. T. G. Ridout	875	0	0	875	0	0
Mr. John Radenhurst	875	0	0	875	0	0
Farr's Mills	2,096	10	9	2,096	10	9
Saint James' Cathedral	3,750	17	0	3,750	17	0
Mr. George Ridout	2,910	5	3	2,910	5	3
Mr. John Ritchie	1,000	0	0	1,000	0	0
Mr. James Good	1,000	0	0	1,000	0	0
Mr. Hunter	200	0	0	200	0	0
Mr. Cochrane				143	3	8
Total	£57,447	3	10½	57,860	12	6½
Add, Interest due on Debentures				430	4	3
Add, Cash balance in the Bank of Upper Canada				417	6	2
Add, Cash in the Bursar's hands				139	4	10½
Grand Total				£58,847	7	10

(*Note.* There being no quorum, no business was transacted.)

March 6th, 1847. On the petition of Mr. Crombie, the Head Master of the Home District Grammar School, it was moved by Vice-President McCaul, that the sum of Seventy-Six pounds, (£76,) expended by the Head Master in the improvement of the Home District School House, be paid to him, on the productions of vouchers for the items of expenditure, and a certificate from the Architect, that they were necessary, and that the charges were not unreasonable. Which motion, being seconded by the Reverend Doctor Beaven, Dean, was put and carried by the casting vote of the President.

Yeas : The President, (Doctor Strachan,) the Vice-President, (Doctor McCaul,) the Dean, (Doctor Beaven,) the Speaker of the House of Assembly, (Sir Allan Macnab).

Nays : The Proctor, (Professor Croft,) Professor King, the Solicitor-General, (Honourable J. H. Cameron,) the Principal of Upper Canada College, (F. W. Barron, M.A.)

(*Note.* No other business of interest was transacted.)

March 11th, 1847. The Committee, to whom the Letter of Mr. Chief Justice Robinson, on the part of the Visitors, was referred on the 3rd of January, reported, that—after careful consideration of the subject, to which it relates, they are of opinion, that the existing arrangements, as to the seats in Hall, and a Chapel for those Members of the Council, who are not Officers of Government, or of instruction in the University, are the best which can at present be made . . .

The Bursar submitted certain strictures, or comments, on a Report of a Committee on the Bursar's Office. The Report was referred back to the Committee, with the Bursar's comments, to deal with them as the Committee should think proper.

March 16th, 1847. On Motion the Honourable J. Hillyard Cameron, Solicitor-General, (West,) the Reverend Doctor Beaven was appointed Dean, and Professor Henry Holmes Croft, Proctor for the current year. No other business of importance was transacted.

March 31st, 1847. The Architect reported favourably on the account rendered by Mr. Crombie, Head Master of the Home District School, and it was ordered to be paid.

The Bursar submitted the Bonds of the Clerks in his Office, and they were approved.

The following Letter from Mr. Small, the Solicitor, of the Council was read, as follows:

In answer to your Letter of the 20th instant, informing me that the Council of King's College had agreed to purchase certain property of William H. Boulton, Esquire, in the City of Hamilton for £3,600., and the Fee Simple of the Land upon which said property stands, for £4,370. 16 s. 8 d., to be paid in Provincial Debentures, and requesting me to examine the deeds and papers, connected with the case, and report thereon, at my earliest convenience.

I beg to say, that I have carefully investigated and examined the Titles, and find the property is clear from all encumbrance, and that the Trustees, having a perfect right, with the approbation of Sir A. N. Macnab, (who will join in the conveyance), there can be no objection to the contemplated arrangement being carried into effect.

TORONTO. 31st March, 1847.

JAMES E. SMALL, Solicitor to the College.

Whereupon directions were given to the Bursar to carry the purchase into effect, upon the terms of the agreement, having first obtained a Statement from the Solicitor of the proper execution of the deeds and papers.

April 6th, 1847. As there was no quorum, no business was transacted,

April 28th, 1847. No quorum being presented, no business was transacted.

May 26th, 1847. As there was not a quorum present, no business was transacted.

June 30th, 1847. The Bursar placed on the Table the following Monthly Return of the invested property of the University :—

Particulars.	Amount on the 26th May, 1847.			Amount on the 30th June, 1847.		
	£	s.	d.	£	s.	d.
<i>Negotiable:</i>						
Public Debentures	26,770	0	5	26,770	0	5
Stock of the Bank of Upper Canada.....	250	0	0	250	0	0
Stock of the Gore Bank	187	10	0	187	10	0
<i>In Fee:</i>						
Assigned by Messieurs Ridout	540	14	0	540	14	0
Brantford property	4,227	10	0	4,227	10	0
Ashfield property.....	780	0	0	780	0	0
Assigned by Mr. George A. Barber	1,150	0	0	1,150	0	0
Bay Street property.....	2,500	0	0	2,500	0	0
Garrison Common property	2,362	10	0	2,362	10	0
Elora Property	500	0	0	500	0	0
Peterborough property	235	0	0	235	0	0
Port Albert property	35	0	0	35	0	0
Hamilton property	7,970	16	8	7,970	16	8
<i>On Bond or Mortgage of</i>						
Colonel Wells	643	3	5½	643	3	5½
Mr. T. G. Ridout.....	875	0	0	875	0	0
Mr. John Radenhurst	875	0	0	875	0	0
Saint James' Cathedral	3,750	17	0	3,750	17	0
Mr. George Ridout	2,910	5	3	2,910	5	3
Mr. John Ritchie.....	1,000	0	0	1,000	0	0
Mr. James Good	1,000	0	0	1,000	0	0
Mr. Hunter	200	0	0	200	0	0
Mr. Cochrane.....	143	8	8	143	8	8
Mr. Sheriff Jarvis.....				475	0	0
Total	£58,906	19	8½	59,381	19	8½
Add. Interest due on Debentures.....				536	9	0
Add. Cash balance in the Bank of Upper Canada				2,609	14	3
Add. Cash balance in the Bursar's hands.....				98	6	9½
Grand Total				£60,626	9	9

July 13th, 1847. The Reverend Doctor McCaul, Vice President, read a Letter received by him from the Honourable John Hillyard Cameron Solicitor General, (West,) to the effect that the Government were about to introduce to the Legislature Bills designed to promote the settlement of the long pending University Question, whereupon it was moved by the Reverend Doctor Beaven, seconded by Professor H. H. Croft, that a Committee be appointed to draft a reply to the Communication of the Solicitor General, on the subject of a Bill relative to the University, proposed to be submitted to the Legislature by the present Executive Government, and that the Committee consist of Doctor McCaul, the Vice President, Doctor Beaven, Professor Gwynne, Professor Croft, and the Principal of Upper Canada College, and that they report at 4 o'clock to-day.

At four o'clock the Council reassembled, when the Vice President, having introduced from the Committee the Draft of a Reply to the Letter received from the Solicitor General, on the subject of a Bill relative to the University, proposed to be submitted to the Legislature, it was:—

Resolved,—that he be authorized to transmit to the Solicitor General, for the information of the Executive Council, the Reply which has been now read. *

No other business was transacted.

* The Letter of the Solicitor General and this Reply to it will be found in Chapter 1V of this Volume, pages 39, 40.

July 16th, 1847. No business of public interest was transacted.

July 21st, 1847. No quorum present, and no business was transacted.

July 22nd, 1847. No business of importance transacted.

July 28th, 1847. There being no quorum present, nothing was done.

August 12th, 1847. Nothing of importance was done.

August 13th, 1847. No business of general interest was transacted.

August 18th, 1847. No quorum present, and no business transacted.

August 25th, 1847. There being no quorum, no business was done.

September 15th, 1847. No quorum present, and no business was transacted.

September 18th, 1847. There being no quorum present, nothing was done.

September 22nd, 1847. No quorum being present, no business was transacted.

September 29th, 1847. There being no quorum present, nothing was done.

October 1st, 1847. The following Letter from Mr. Small, Solicitor of the Council, respecting adverse possession of College Lands for more than twenty years was read :—

I have the honour to acknowledge the receipt of your Letter of the 31st ultimo, upon the subject of the title of the University to the lands conveyed by the Crown to that Institution, as an endowment, the grant being of twenty years standing, on the 3rd of January next, in which you put the following question, for my opinion :—

Whether a party in possession of any of the Lands of the University as a squatter, or otherwise, and not having paid rent, will, if left alone, for full twenty years, acquire a right in fee to the Land he may occupy.”—You then state the cases which bear on this question, as follows :—

1st.—Where the party has already held above twenty years, but the excess of time beyond the College Deed has been upon lease, or promise of a lease, or as a squatter under the Crown, and has never made a payment to the College.

2nd.—When the party holds in the same way, but has paid money to the College, although not more than he owed for the portion of time, he held under the Crown.

3rd.—When the party holds, under a lease granted by the College, but has never paid rent.

4th.—When the party holds under a written, or verbal, promise of a lease, but has never paid anything.

5th.—When the party is a squatter and has never paid anything.

6th.—When a party is a purchaser and has never paid principal, or interest, since his first instalment.

In answering the above questions, it may be well to state, in the first instance, that, as a general principle, an undisturbed adverse possession for twenty years will give title against all the world, except the Crown, whose title cannot be affected by any act of the Subject. The question then, as affecting private rights, and upon which as I take it, the answer to your questions depends, is, what constitutes an “adverse possession.”

By the Act of the 4th of William IV., Chapter I., the rights of the immediate grantee of the Crown of an unoccupied and unimproved lot, are saved until after the expiration of twenty years from an actual entry by the grantee, consequently no occupation of any of the wild Lands of the University, by squatters after the date of the grant from the Crown, will bar the grantees, till the expiration of twenty years after the knowledge of the fact, or an actual entry, by them.

In answer to your first question, I am of opinion, that any person in possession at the time of the grant from the Crown to the College, and who has never admitted the title of the University, will, after twenty years possession from the time of the grant, acquire a good title against the College, unless he holds under a lease from the Crown, which is unexpired.

To the second question, which you ask :—If the money paid was for a period of time, pending the existence of a lease from the Crown—I am of opinion that it will not alter the position of the party, should the lease have expired previous to the time of the grant from the Crown. If the lease had not expired, then the payment of rent, although for a period, anterior to the College having acquired title, may be fairly considered as a recognition of their title.

To the third question, which you ask :—A party, holding under a lease from the College, cannot be said to hold adversely—although he may pay no rent, and cannot acquire title, unless he hold over undisturbed for twenty years after the expiration of his lease.

To the fourth question, which you ask :—A party will acquire a title, where he holds possession for twenty years, under an agreement for purchase, or lease, unless, within that period, there be an acknowledgment in writing of a tenancy.

To the fifth question, which you ask :—If, after the Grant from the Crown, then, under the 4th of William IV., Chapter I., he would not acquire title, unless an entry had been previously made by the College, or from the time of his possession, coming to their knowledge.

To the sixth question, which you ask :—He will acquire title after the expiration of twenty years, from the payment of the first instalment, unless he has made some subsequent acknowledgement in writing. In any case, where there is a doubt of the party in possession of any of the Lands of the University, within twenty years, recognizing the title of that Institution, and agreeing in writing to hold under the College Council, I would recommend that an action of ejectment be, at once, brought, in order to avoid the Statute.

TORONTO, 7th of August, 1847.

JAMES E. SMALL, Solicitor of the College.

This Letter from the Solicitor, respecting adverse possession of the College lands for more than twenty years, having been read, it was moved by Doctor Beaven, seconded by Professor Gwynne, and

Resolved,—That the Bursar be instructed to make out lists of all the unoccupied lands belonging to the University ; as also all lots on which the Lessees, or Purchasers, have not made any payments within the last eighteen years, or upwards, or given, within that period, written acknowledgment of the title of the University, and that all such lists be handed over, as each shall be prepared, to the Solicitor, to commence actions of ejectment against the Parties, and that copies of such lists shall be laid before the Council at their next subsequent meeting.

Moved by Doctor McCaul, the Vice President, seconded by Professor Gwynne, and—

Resolved, 1.—That it is highly expedient that courses of Lectures should be given on Agriculture and the kindred subjects.

Resolved, 2.—That the Vice President be authorized to communicate with Professors Croft and Nicol, and Mr. George Buckland on the subject, and to make the necessary arrangements.

Resolved, 3.—That the Fees for the attendance on the Lectures shall be paid to the Lecturers—in the case of the Professors, with the usual deduction on the payments of occasional students, and to Mr. Buckland, without any deduction.

Moved by Doctor McCaul, the Vice President, seconded by Doctor Beaven, the Dean :—

1. That the prospect of a considerable increase in the number of Students, and the pressure already felt in some of the Departments in the Faculty of Arts, render it highly expedient that Tutors should be appointed.

2. That an opportunity is now presented of obtaining the services of a highly qualified gentlemen in the Department of Mathematics and Natural Philosophy.

3. That the emoluments of the Tutor in Mathematics and Natural Philosophy shall be £150 per annum, and one quarter of the fees paid by the Students in Arts.

4. That the emoluments shall be increased, as soon as the funds of the University shall permit; and that the fees shall be diminished, on the appointment of other Tutors in the Faculty of Arts.

5. That the Vice President be authorised to communicate with Robert Ferguson, Esquire, Fellow of Pembroke College, Cambridge, relative to his acceptance of the office of Tutor in Mathematics and Natural Philosophy, and that the Council do hereby express their intention of appointing him thereto, should he be willing to accept it, and undertake the duties of the office in next Michaelmas Term.

It was then moved in amendment by Doctor Beaven, seconded by Principal Barron, and

Resolved—That whereas the Bursar's Returns furnished to the Council for the year ending the 31 December, 1846, it appears that the estimated annual income falls short of the present estimated annual expenditure to the amount of £143:17:9, it is inexpedient to incur further expense, either for a present, or prospective, advantage, until the annual income is in excess of the annual expenditure. (*Carried; yeas four; nays two.*)

October 6th, 1847. There being no quorum, no business was transacted.

October 9th, 1847. Moved by Doctor McCaul, Vice President, seconded by Doctor Beaven, the Dean, and

Resolved, 1,—That it is expedient that a Lending Library for the benefit of the Students in the different Faculties should be established.

Resolved, 2,—That the Vice President, the Dean and the Proctor be a Committee to draw up Regulations relative to it and the general Library.

Resolved, 3,—That each of the Professors be requested to prepare, as soon as convenient, a list of the books which he would recommend for use in the Lending Library.

October 27th, 1847. There being no quorum present, nothing was done.

November 24th, 1847. No quorum being present, no business was transacted.

December 1st, 1847. There was no quorum present, and nothing was done.

December 4th, 1847. No quorum being present, no business was transacted.

December 8th, 1847. The following Letter from Captain Lefroy, Director of the Magnetical Observatory, was read :

I beg leave to make a representation, through you, to the Council of the University of an improper exercise of authority, as I conceive, by the person in charge of the Avenue Gate, on Queen Street, in positively refusing to open it yesterday, (Sunday,) for one of the non-commissioned Officers, who was returning, in a cab, with his family, from the christening of his infant ; . . . which he has represented, in my opinion, with justice, as a hardship and cruelty. He reports to me that he has been refused entrance on other occasions.

I also beg to take this opportunity of representing to the Council of King's College the inconvenience to which my friends and others, who have occasion to visit the Observatory are constantly put, by the practice of locking the upper Gate. Upon one very urgent occasion it was the cause of considerable delay in the arrival of Doctor King, and might have been attended by most serious consequences. I understand the rule to be : that the Yonge Street Gate is always locked at six p. m., and the upper Gate of the avenue is locked at the discretion of the Gate-keepers, consequently they may both be locked together—a practice which is inconsistent with the right of way reserved by the Board of Ordnance, and places me under the necessity of making it a request to the Council that orders may be given to discontinue locking one gate, or the other. There are now four families residing at the Observatory, and it is most inconvenient that there should be any impediments to free access to it all hours.

MAGNETIC OBSERVATORY, November 14th, 1847.

J. H. LEFROY, Captain R. A.

This Letter, having been referred to the Committee on the College Avenue, that Committee reported as follows, and a Letter containing the recommendations of the Committee was sent to Captain Lefroy.

The Committee on the College Avenue desire to add to their former Report the following remarks and recommendations :—*

1. They find that the present system of management by which the Gate at the head of the great [Queen Street] Avenue is occasionally closed against all who have not Keys, operates injuriously on the families and students resident on the grounds ;—inasmuch as their visitors are thus unable, at times, and, more especially in inclement weather, to obtain access to them in a carriage,—and their medical attendants have been compelled to walk at night from the head of the Avenue to the residences of those whom they were attending.

I think, therefore, that it is highly requisite that a Gate Keeper should be stationed at the head of the Avenue to open the Gate upon all proper occasions ; and, consequently, that a Lodge should be erected there for his accommodation.

2. I find that, in consequence of the more frequent necessity of access to the College Grounds, arising from the increased number of students in residence, and other causes, that the system of restricting free access to the College grounds to those who have keys with them, has become highly inconvenient, even to the Members of the Governing Body of the University.

I beg, therefore, to recommend that lists should be furnished to the Gate Keepers of those persons to whom they shall be bound, at all times, to open the Gates ; and that the Gate Keepers should be instructed to be in readiness for the purpose whenever such persons present themselves. The Committee recommends, that this list should be restricted, for the present, to the Visitors of the University, to Members of the Council and Professors, to those, who shall have sustained either of those offices, and to those whom it may appear proper to the Council of King's College, to place on the list ; and also, that any persons shall be admitted who shall state themselves to be visitors of persons residing, either in the College Building, or in the Observatory.

3. It likewise appears that emergencies are occasionally arising, in which it is desirable that there should be some Member of the Council resident on the Grounds, competent to give direction for the time ; who may be regarded as responsible for any changes made ; whose business it may be to suggest to the Council, from time to time, such further Regulations as experience may show to be desirable, and by whom the Council may communicate with the

*Captain Lefroy's Letter and this Report are inserted to show what were the terms on which the College Avenue and the Queen's Park were formerly available to the Public. These papers are, in a way, an historical curiosity. The previous Report of this Committee is printed on pages 124, 125 of the Sixth Volume of this Documentary History.

Superintendent of the Grounds ; that the Dean has occasionally been appealed to, in cases of this description, and in urgent cases has acted ; but that he has frequently refrained from acting, because he felt that he had no direct authority for so doing, even when it would have been for the convenience of others, or for the benefit of the Institution, that he should have acted.

The Committee, therefore, suggest that the Professor having charge of the students in residence, as long as he is a Member of the Council, should be authorized to take a general direction of the Grounds, to act on any emergency in which it may appear conducive to the interests of the College that he should so act, and to report, from time to time, any measures which may to him appear desirable.

TORONTO, 24th of November, 1847.

JAMES BEAVEN, Chairman.

December 29th, 1847. The Bursar placed on the table the Monthly Return of the Invested property of the University of King's College—between Wednesday, the 24th of November, and Wednesday, the 29th of December, 1847.

Particulars.	Amount on the 20th November, 1847.			Amount on the 29th December, 1847.		
	£	s.	d.	£	s.	d.
<i>Negotiable :</i>						
Public Debentures	26,770	0	8	26,770	0	8
Stock of the Bank of Upper Canada	250	0	0	250	0	0
Stock of the Gore Bank	187	10	0	187	10	0
	£27,207	10	8	27,207	10	8
<i>In Fee :</i>						
Assigned by the Messieurs Ridout	540	14	0	540	14	0
Brantford property	4,227	14	0	4,227	14	0
Ashfield property	780	0	0	780	0	0
Assigned by Mr. G. A. Barber	1,150	0	0	1,150	0	0
Bay Street property	2,300	0	0	2,300	0	0
Garrison Common Property	2,362	10	0	2,362	10	0
Elora Property	500	0	0	525	0	0
Peterborough Property	235	0	0	235	0	0
Port Albert Property	35	0	0	35	0	0
Hamilton Property	7,970	16	8	7,970	16	8
	£20,101	14	8	£20,126	14	8
<i>By Bond or Mortgage :</i>						
Colonel Wells	643	3	5½	643	3	5½
Mr. T. G. Ridout	875	0	0	875	0	0
Mr. John Radenhurst	875	0	0	875	0	0
Cathedral of St. James	3,750	17	0	3,750	17	0
Mr. George Ridout	2,910	5	3	2,897	15	3
Mr. John Ritchie	1,000	0	0	1,000	0	0
Mr. James Good	1,000	9	0	1,000	0	0
Mr. Hunter	200	0	0	200	0	0
Mr. Cochrane	143	8	8	143	8	8
Mr. Sheriff Jarvis	750	0	0	750	0	0
Mr. Henry Rowsell	500	0	0	500	0	0
	£12,647	14	4½	£12,635	4	4½
<i>Recapitulation :</i>						
Negotiable	£27,207	10	8	£27,206	10	8
In Fee	20,101	14	8	20,126	14	8
By Bond or Mortgage	12,647	14	4½	12,635	4	4½
Total	£59,956	19	8½	£59,969	9	8½
Interest on Debentures				521	3	0
Cash in the Bank of Upper Canada				1,268	13	10
Cash in the Bursar's hands				45	8	0
Grand Total				£61,604	14	6½

An Estimate of the Income of the University of King's College available for the expenditure of the year 1848 ; and of the charges to which it will probably be liable in that year, taken upon the state of affairs at the close of the year 1847.

Description of property.	Probable income within the year 1848.			Probable charges during the year 1848.	Amount.		
	£	s.	d.		£	s.	d.
Public Debentures at 6 per centum	25,220	0	8	Establishment of the University	7,550	0	0
Public Debentures at 5 per centum	550	0	0	Establishment of Bursar's office	1,050	0	0
Stock of the Bank of Upper Canada	250	0	0	Establishment of Upper Canada College	3,642	7	7
Stock of the Gore Bank	187	10	0				
Investments in Land and Mortgages	33,004	16	0		£12,242	7	7
Proceeds of land sold outstanding :				Amount of fees of Students in the University, amount collected from the commencement in April, 1843, to 31st December, 1847, after deducting the proportions paid to Professors, etcetera	2,310	5	5½
King's College	51,857	19	4½	Deduct Council fees, Commons to 31st August, 1846, included in the above sum ; from which period, Commons are not included	867	16	5
Upper Canada College	6,219	3	2	Net amount collected in four and one-third years £4,333	1,442	9	0½
Block D	2,618	2	0				
Interest outstanding on purchase money about	£60,695	4	6½	Amount per annum	333	4	7
Rents in arrear about	15,799	0	0		£12,575	12	2
Fees of Students in the University	15,800	0	0	Particulars of dues and fees collected :	1,504	6	6½
Arrears of dues to Upper Canada College	333	0	0	1st Division from April, 1843, to December, 1845 . .	277	13	1½
Annual grant from the Crown to Upper Canada College £1,000 sterling	1,500	0	0	2nd Division from January 1, 1846, to 31st August, 1846	151	7	5½
	100	0	0	3rd Division from 1st September to 31st December, 1846	236	3	11
	1,111	2	2	4th Division from 1st January to 7th August, 1847 . .	140	15	5
				5th Division from 8th August to 31st December, 1847			
	£12,575	12	2	Deduct Commons in 1st December £777 11 3 {	2,310	5	5½
	333	4	7	Deduct Commons in 2nd December 90 5 2 }	867	16	5
Deduct					£1,442	9	0½
	£12,242	7	7				

CHAPTER VII.

PAPERS RELATING TO PROCEEDINGS AT KING'S AND VICTORIA COLLEGES, 1847.

The following a number of miscellaneous papers relating to the Visit of His Excellency Lord Elgin, Governor-General, to King's College, Upper Canada College and Victoria College. Interest attached to these papers, from the fact, that the proceedings at King's College, and at the Upper Canada College, were conducted in Latin. (Translations, however, are appended.)

It was well known, during the *regime* of Lord Elgin, as Governor-General, that he was an accomplished scholar of Oxford University. He did not, therefore, hesitate to reply in Latin to the classically elegant Address presented to him from the pen of so distinguished a Latin Scholar as the Reverend Doctor McCaul.

Apart from his classical attainments, Lord Elgin was an able and finished speaker. He was always ready to promote, in every way in his power, such educational efforts as were put forth during the time he was Her Majesty's Representative in Canada,—from 1847 to 1854. In such movements he always took an active interest, and no one rendered more service to the cause of popular education in Canada than he did.

LORD ELGIN'S VISIT TO KING'S COLLEGE AND UPPER CANADA
COLLEGE OCTOBER, 1847.

Lord Elgin's visit to King's College was in his official character as Chancellor of the University, and as such, he wore the Chancellor's robes. Doctor McCaul, as Vice-President of the University, read the following Address:

I. KING'S COLLEGE UNIVERSITY ADDRESS TO LORD ELGIN, AS CHANCELLOR.

“TE PRÆFECTE CELSISSIME.—Jam primum sedes Academicas ingressum, tota Universitas per nos gaudium testatur et Cancellarium læte salutat.

Nostri Collegii summam potestatem virum esse, qui in rebus imperii administrandis tantam gloriam cepit. Jure gaudemus; sed, in hoc maxime lætamur, quod tecum nobis illa societas esset, quæ omnes, qui eadem studia sub eadem disciplina coluerunt, conjungit, et Academiam Canadensem tibi sororis Oxoniensis filio, ut cognatam, commendat.

Eum qui hominibus, omnia quibus trunturn dat, oramus, ut, vir insignissime, hic ut alibi, laudes tuæ celebrentur, ob virtutes, quæ Præfectum ornant, interque las sit illa litterarum et artium fautoribus propria, quam Universitas, beneficiorum memor, Cancellario tribuere gaudet.

REPLY OF LORD ELGIN, CHANCELLOR, TO THE FOREGOING UNIVERSITY ADDRESS.

“To this Address, His Excellency made the following reply,—manifesting, by the elegance of the composition, and the classical accuracy with which he read it, that the distinctions he had won in letters at Oxford still maintained their influences.”—(*Local newspaper report.*)

Pro studio erga me insigni, gratulationibus vestris declarato, meritas Vobis, viri doctissimi, gratias ago.

Perjucunda mihi est commemoratio vestra societalis, quæ eos conjungit, qui usdem Studiis initiali sunt; reducit enim in memoriam gratissimum illud tempus, per quod studia, sub alma matre, colebam, testaturque Academiam Vestram omnes Studiosos, ut cognatos, benevolentia et amore velle complecti.

Quanta sint bona, quæ ex doctrina et disciplina Academica oriuntur, nemo, qui ex illo fonte hauserat, nescire potest.

Universalis Canadensium est, Deo adjuvante, his bonis Juventutum Provinciale in-
struere, neque dubito quin vos ad hoc tantum opus diligenter incumbatis.

Translation of the Foregoing University Address :

MAY IT PLEASE YOUR EXCELLENCY :

We, the University of King's College, desire to offer to Your Excellency, as our Chancellor, and the honoured Representative of our gracious Queen, the expression of our joy and our heartfelt congratulations, upon the occasion of this your first visit to our Collegiate Institute.

We have great reason to rejoice that the supreme authority in our University hath been entrusted to a nobleman who has gained so high a reputation in his exercise of the functions of government ; but the lively satisfaction which we feel arises chiefly from that scholastic connection which subsists between Your Excellency and ourselves,—a connection which binds together all who have pursued the same studies through the same Academical course—and will ensure, we are persuaded, for our Canadian University,—the ties of endearing affinity—the affectionate regard of one, whom Oxford—our Elder Sister—claims as her distinguished son.

May He, who giveth to all men all things richly to enjoy, hearken to our prayer, that Your Excellency, here, as elsewhere, may ever obtain that merited reward of gratitude and esteem which is due to those qualities that adorn the character of Her Majesty's Representative, and amid this general tribute of respect, may that special homage be accepted which belongs to the patrons of letters and arts, and which it is the pleasing duty of Universities—mindful of benefits received—to tender to their Chancellors.

Translation of His Excellency's reply :

I thank you, Gentlemen, for this expression of your, regard, and for your kind congratulations.

The allusion which you have made to that connection which subsists between those who have been occupied in the pursuit of the same studies, is very gratifying to me. It reminds me of that pleasant time when—under the guidance of my Alma Mater—I acquainted myself with the charms of Literature ; and it evinces, on the part of your University, a praiseworthy desire to embrace—with the warmth of a cordial sympathy and attachment,—as of the same kindred,—all who are engaged in the cultivation of sound and profitable learning.

No one, I think, who has had the privilege of imbibing knowledge from that source, can be ignorant of the great advantages pertaining to a course of University discipline and education.

To a Canadian University it belongs to put the youth of this Province in possession of these advantages ; and I feel persuaded, Gentlemen, that you will apply yourselves devotedly to this important work.

II. ADDRESS TO LORD ELGIN FROM THE PUPILS OF UPPER CANADA COLLEGE

Adventus tuas ad hanc urbem, Vir Excellentissime, diu nobis optatissimus fuit, et nunc maxima lætitia nos omnes afficit.

Fama doctrinæ et virtutis tuæ ad nos pervenit, sed tum ob ipsam doctrinam, tum ob clementiam tuam, pro cerio habemus te censuram nostris de opusculis minime asperam facturum. Memoria autem patris egregii tui, qui, multo labore magnoque sumptu, illas artes celeberrimas, e barbarorum manibus Spoliatorum ereptas et servatas, commodo patriæ suæ orbisque terrarum serviens, e Græcia, transtulit in Angliam efficit, ut te, tui patrisque causa, maxima reverentia observemus.

Cum in patriam redieris, et recordatio tuæ in populum Canadensem benevolentiae singularis tibi jucunda erit, O nos fortunatos ! si, inter momenti minoris alia, te nostri quoque meminisse juvet.

Ut tibi uxorque tuæ nobili, quam nuper duxisti, multi et felices anui supersint. atque ut omnia tibi tuisque fauste prospereque eveniant, a DEO OPTIMO MAXIMO observantissimi tui ex animis precamur.

Scholæ. J. T. TYNER, CORTLANDT FREER, CHARLES F. ELLIOTT, E. R. BAINES, JAMES G. GREER, ALISTER M. CLARK, JOHN H. WATSON, JAMES A. PRESTON, J. H. MORRIS.

E. Coll. Canadensi } XII. A. KAL. NOV.,

Ults. Provinciæ } A. D., MDCCCLXVII.

6 D.E.

Translation of the foregoing Address to Lord Elgin :

MAY IT PLEASE YOUR EXCELLENCY :

Your visit to this city has been, for a long time, most anxiously desired by us, and now causes us the liveliest satisfaction.

The reputation of your literary distinction and moral worth has reached us, but from that very distinction itself, and by reason of your characteristic urbanity, we feel assured that you will form no severe judgment of our humble exertions. The memory of your illustrious Father, who with great labour and cost, recovered and preserved from the hands of the uncivilized spoiler those well-known celebrated relics; and from Greece removed them to England, thereby enriching his native country and the world,—the memory of that Father, we beg to assure your Excellency, is an additional incentive to receive you, out of regard for his name, with this expression of our profound respect.

When you shall have returned to your native land, and the remembrance of your auspicious connection with the inhabitants of this Province, shall prove to you a source of pleasure, O Fortunate we! if among other things of lesser import, it may afford you a passing gratification to remember even us.

That many and happy years may be in store for your Excellency and your noble bride; and that all comfort and prosperity may attend yourself and all in whom you are more immediately interested, we, in sincere devotion to your person, do most earnestly address our prayers to the Most High.

HIS EXCELLENCY'S REPLY TO THE FOREGOING ADDRESS.

Vestra oratio, juvenes studiosi, cum ob gratulationes precesque secundas de me et meis, tum ob elegantiam, quæ per eam niter, mihi pergrata est.

Hinc satis constat volis litteras humaniores feliciter coli—quanta autem sint condicipo rum studia doctrinæ, expertus quid possint, scio.

Pergite igitur, juvenes, viamque ingressi, porro nitimini—nec voluptas sevocet neque desidia vos reardet, illius Horiatiani memores,

“Qui studet optatam cursu contingere metam
Multa tulit puer.”

Translation of His Excellency's Reply to the foregoing Address:

Your address, my dear young friends, affords me peculiar gratification, both on account of the kind congratulations and prayers which it contains, in regard to myself, and those who are most nearly allied to me; and from the elegance which adorns its sentences.

From this elegance and purity of taste alone, it is sufficiently evident that you have been successful in the cultivation of learning,—and how strong is the emulation of school-fellows in the attainments of knowledge I am able, from experience, to testify.

Onward, then, my young friends! Having entered upon the road to learning, labour after further acquisitions—let neither pleasure entice you away; nor indolence hold you back; ever keeping in mind the maxime of Horace:

“The youth, who, in the race, aspires to reach the goal of victory, hath many things endured.”

His Excellency then addressed the pupils in a few words, as follows:—

Before I take my departure, you must allow me to express in my own vernacular, which I prefer to the Latin, (although, early in life, I became thoroughly acquainted with the Latin language,) the great gratification I feel for the kind reception which I have on this occasion met with from both Scholars and Masters, and I am sure that Lady Elgin cordially unites in my sentiments; and you must particularly allow me to convey to my young friends, the very great pleasure I experienced while passing through the various Rooms of the Institution, in witnessing the proofs that were afforded there of their diligence, their perseverance and their proficiency.

It has been my lot to mix very widely and freely in life with persons of those classes, who, during their early years, have received the advantages of a liberal education; some of whom were persons placed above the reach of want, while others were obliged to make their way by their own industry; and I have found, I am sorry to say, many persons in both classes, who have looked back with regret to the misspent hours of their early life; but I have never met with any one who has looked back with regret upon those hours of his youthful days spent in the acquirement of useful knowledge, and the improvement of his understanding.

I trust, my young friends will lay to heart these observations, which are the fruits of the experience of one who is their ardent friend and well-wisher; and I sincerely hope that, under the blessing of a gracious Providence, they may be enabled to raise the superstructure of a virtuous and useful life upon the solid foundation they have laid here. They may rest assured that I shall always be glad to hear of the success of an Upper Canada College Boy.

III. ADDRESS FROM VICTORIA COLLEGE TO LORD ELGIN, NOVEMBER, 1847.

When on his tour in Upper Canada during the autumn of 1847, an Address was presented to Lord Elgin at the City Hall, Toronto, by the Representatives of Victoria College, Cobourg,—not in Latin, but in English—as follows:—

MAY IT PLEASE YOUR EXCELLENCY:

We, the Principal, Professors, Tutors, and Students of Victoria College, beg leave to offer to Your Excellency our most cordial congratulations on your first visit to Western Canada, and to unite in the expression of loyal and enthusiastic devotion to the British Crown, and of strong and ardent attachment to British Institutions, which must greet Your Excellency's approach to any part of the Province.

We gladly avail ourselves of this opportunity of welcoming the Representative of our Most Gracious Sovereign, and of expressing our confidence in a Governor, whose former services merit such marked distinction, whose brilliant success awakens such pleasing expectations for the future, and who is not more distinguished by his illustrious lineage and exalted rank, than by his high character and sterling abilities.

Although, in times past, liberal Education has been less general, and its attainment less easy than at present, or which is yet to be desired, our Literary Institutions have had to contend with many serious obstacles, but, from what has already been done, and the deep interest which is now being taken in the subject, by all classes of the community, we look forward to the future with hope and confidence; and we believe that, in this respect, a brighter day is about to dawn upon Canada. From your Excellency's literary reputation we feel assured that the subject will have your warmest support; and the various Colleges and Academies of our Country will have your kindest countenance. Should Your Excellency see fit, following the example of your deeply lamented Predecessor, (Lord Metcalfe,) to honour the Institution with a visit, we should receive it as a mark of kind and special favour.

That Your Excellency's administration of the Government may be alike gratifying and honourable to yourself, and advantageous to the best interests of this noble Country; and that Your Excellency, and her Ladyship, the Countess of Elgin, may long enjoy health and happiness, and may ever possess, as you do now, the esteem and affections of the entire people, is our most fervent desire.

To this Address His Excellency made the following Reply:

As the copy of this Address which you were good enough to send me was placed in my hands at the moment of my leaving for this place, (City Hall), I am not prepared with a written reply. You will permit me, however, I trust, to express to you verbally my thanks for the assurances of your regard and esteem which it contains.

I take a deep interest in the promotion of Education; and I am sensible of the great value of the services which the Wesleyan Body have rendered in this good cause. It will indeed be much to be regretted if the educational progress of Canada be not proportionate to the rapid extension and development of her material resources, which is now taking place.

I fear that it will not be in my power to visit Victoria College during the course of my present tour, but I shall be most happy to do so whenever I am in that neighbourhood.

IV. ADDRESS FROM VICTORIA COLLEGE TO SIR ALLAN NAPIER MACNAB.

In May of 1847, Sir Allan N. Macnab, (one of the Victoria College Senate) being in Cobourg, on a visit to the Reverend Principal Macnab, he received the following Address from the Students of the College. The Address was read on behalf of the Students by the Reverend (afterwards Doctor) William Ormiston:

To Sir Allan Napier Macnab, Knight, Speaker of the Legislative Assembly of United Canada, and Member of the Victoria College Senate:

It is with most cordial and unfeigned pleasure that we bid you a hearty welcome on the present auspicious occasion; and, though inexperienced and unskilled in due formalities, we

beg leave to express the high sense which we entertain of the honour conferred upon us by the visit of a Gentleman so highly distinguished as yourself, both by the favour of our Sovereign and the confidence of the people.

Nor can we forget that we are addressing one who, by tried fidelity in her time of danger, and by untiring activity in her service, has won the esteem and deserves the gratitude of his Native Country,—one whose aim has been her true advancement, and whose name will ever stand high in the list of her most distinguished sons.

And as it is essential to the future prosperity and true glory of our rising Country, that her own sons, imitating the illustrious example which you, honoured Sir, have nobly set before them, should arise and do her honour, it becomes an object of the first importance, that the opportunity of acquiring a liberal education should be placed, as far as possible, within the reach of all.

And as this Institution, though labouring under great and peculiar disadvantages, has already been extensively useful, and, if properly supported, we believe well calculated to be much more so, we hope that, as you have ever been favourable to its interests, and have now been pleased to visit it, you will still exert in its behalf the extensive influence, with which your high talents and exalted rank invest you, especially since, by virtue of your honourable office, the highest in the gift of the people, you are a Member of its Senate.

Hoping that the Legislative Body, over which you have the honour to preside, may, in its wisdom, enact such measures as shall best further the Educational interests of our Country ; and, wishing to yourself continued health and happiness, we have the honour to be, Sir, yours, very respectfully,—

THE STUDENTS OF VICTORIA COLLEGE.

COBOURG, May, 1847.

To this Address, Sir Allan was pleased to make the following reply :

I receive with feelings of the highest satisfaction the extremely gratifying expression of your hearty welcome to this seat of useful learning, where you have enjoyed opportunities of study and literary improvement, which, in my early days, the Country did not afford.

As a Canadian by birth, and brought up in this my native Province, I feel great pride in addressing so many young gentlemen of your attainments as my fellow-countrymen ; and, although I am most sensible of your kindness in recurring to the humble services which it has been my good fortune to render in the discharge of my duty to my Sovereign, yet I fear that I must attribute more to the enthusiasm, so natural to the buoyancy of youth, than to any deserts of my own, which could entitle me to that meed of praise which you have bestowed upon me in terms which, by me, can never be forgotten.

Having, upon this my first official visit to Victoria College, witnessed the usefulness of this Institution, in fitting the rising generation for the active employment of maturer years, I shall as a Member of our Provincial Parliament feel an increased pleasure in extending to it that encouragement, which I shall always regard it as a privilege to afford to all well-regulated Seminaries of Public Instruction.

Although many years have passed away in the busy employment of life since my schoolboy days, I can well remember the happiness with which the holidays were greeted, and the joyous bound with which we entered the parental roof at the end of the half-year's absence at school ; and I now most cordially felicitate you upon the happy prospects of soon meeting your friends on your return home, whom I sincerely hope you may find in full enjoyment of health and happiness to give you a merry greeting.

COBOURG, May, 1847.

ALLAN N. MACNAB.

V.—CORRESPONDENCE WITH THE REVEREND S. S. NELLES, B. A., IN REGARD TO A POSITION IN VICTORIA COLLEGE, 1846-47.

Soon after the Reverend Doctor Ryerson retired from the active management of Victoria College, as its Principal, in 1845-6, he and others connected with the Board of the College, sought to obtain the services of some Wesleyan Minister, who might permanently assume the duties of Principal—first acting as a Professor, and afterwards, if satisfactory arrangements could be made, as Principal. This was felt to be the more necessary, from the fact, that the then Princi-

pal had in his mind the desirability of making a change in his ecclesiastical relations, and joining another Church. By common consent, the choice fell upon the Reverend Samuel S. Nelles, B.A.,—a Canadian from the County of Brant, who was partly educated at Victoria College, and afterwards at the Wesleyan University, Middletown, Connecticut, where he took his degree of B. A.

At a personal interview with Doctor Ryerson in Toronto, in the autumn of 1846, the proposal that Mr. Nelles should take a position in Victoria College was discussed between them, but nothing definite was settled. On his return home, Mr. Nelles wrote the following Letter to Doctor Ryerson on the subject. He said:

In compliance with your very kind request, when I was in Toronto, I take the liberty of addressing you a few lines respecting my acceptance of a situation in Victoria College.

I think now, as I did then, that it would be more strictly in accordance with the great work . . . to which I believe myself called ; . . . nevertheless, as I have hitherto been so much engaged in merely academic studies, it may be, as you suggest, that I might increase my future usefulness by the leisure which a short time spent at the College would allow me for theological and general reading.

Besides, our College must be maintained in some shape ; and, if my services are required, perhaps I could be as useful there as in any place that I could now fill in the Connexion. I know that my duties there at the present time would be very severe and depressing to any literary spirit, or ambition, that I might wish to cherish ; still I think I could gather resolution sufficient to discharge them for the short time I would expect to remain,

I am acquainted with the number and acquirements of the present students, as well as with the character of some of their Professors ; in short with the entire spirit of the place ; and to you, I frankly confess, that I feel it, in many respects, a self-sacrifice to enter those, to me, memorable classic halls with their . . . present reputation in the eyes of the Country.

Under your own immediate control and instruction, I once passed agreeable and profitable days in that Institution, and then, I had high hopes of its future excellence : but things have changed now ; and I should, while there, be constantly reminded of the days of yore, with melancholy emotions ; for, to me, Ichabod would seem to be stamped on the very walls.

Still, if the College Board should wish me to come, I will, for the reason before mentioned comply, and I leave it with yourself, to inform them whether I would be likely to fill any place as Teacher with efficiency.

I feel my inexperience, as Teacher ; but I will endeavor to aid it by diligence ; and, if the toil should seem severe, and the prospects of the College gloomy, it will be some support to my mind to reflect upon your own example, while discharging the arduous and responsible duties of Principal in the midst of embarrassments known to but few, and arising from sources which should have been the most bountiful in assistance.

I suppose the Board of Trustees will meet soon, when arrangements will be made for the winter session.

I should like to have information as soon as possible, as to the Board needing my services, as I shall otherwise wish to enter upon other studies, and, indeed, have been refusing, as yet, your brother William, who has been urging me to accept a station in his District. I preach sometimes here at home, but spend most of my time in my study.

MOUNT PLEASANT, 21st of September, 1846.

S. S. NELLES.

To this Letter, Doctor Ryerson replied as follows :—

I have desired your connection with Victoria College, not as a means of support, or as a place of retirement, but as a field of real and preparatory usefulness. It is true the present prospect is not flattering ; but I look for a beneficial change ; and if, at the approaching Meeting of the Board of the College, I do not see reason to hope for such a change, I will not advise you to accept of an appointment then. A Board Meeting will be held upon the return of my Brother John and the Reverend Anson Green, from England. . . . I think you may safely say to the Chairman of your District, that you will be prepared to answer him definitely on the subject by the 1st of November next.

The work in which you are about to engage is great and glorious ; though, like everything else great and glorious, even of a worldly nature, it is attended with great trials and labours. . . . In that case I would say to you : study Theology in Systems, (rather than in pulpit plans and discourses), in Horne's Introductions and Watson's Institutes, rather than in sermons and experimental work . . . for devotional purposes, but not as a Theological Student.

Young men, who come forth at the outset able Divines, and to be Preachers, by the summary process of learning and reciting other men's sermons grow downward from the beginning, both in enjoyment and in ability. It may not gratify vanity, or, perhaps, excite so much admiration, at first, to preach with the ability that God gives us, as to preach with the ability of Richard Watson or Monsieur Saurin, or, say, a Thomas Chalmers, but it will be found to be more acceptable in the sight of God,—contribute most to one's own comfort and purity of mind, and, ultimately, most to the satisfaction and good of others.

I need scarcely add that I feel the most lively interest in your happiness and prosperity. It will at all times afford me pleasure to hear from you, and I shall be happy to render you any service in my power. . . .

EGERTON RYERSON.

TORONTO, 28th of September, 1846.

As there was, as yet, no vacancy in the Principalship of Victoria College, the Board of Trustees were not in a position to take any further steps in this matter. In the meantime, Mr. Nelles had accepted a position in the Newburg Academy,—a somewhat noted proprietary Institution,—the Managers of which were seeking to have it recognized as a County Grammar School. Doctor Ryerson, having had occasion to write to Mr. Nelles in the following year on this subject, took occasion, in his Letter, to refer to the Victoria College matter, as follows :—

In respect to Victoria College, my connection with it is so slight, that I can form no idea of what will be done to increase its efficiency, or what effect the pending settlement of differences, between the English and Canadian Conferences, will have upon the future character and operations of the College. I would, however, advise you to accomplish the object you have long contemplated. . . . Your joining the Conference will rather facilitate, than retard, any arrangements, which circumstances may render advisable, in regard to your connection with Victoria College, and will, in all respects, give you a standing in the Conference, which you cannot otherwise command. And, if there should not be an opening for you at the College, you can enter into the regular work of the Ministry, and do, as I did, at your age, study Theology on horseback, and at every "stopping place," on the Circuit. . . . This is not the most systematic and literary method of studying Theology ; but, with the scholastic foundation, which you have already laid, . . . this is not unfrequently found to be the most effective, as well as the most useful method of Theological study. . . . Your Conference appointment, if you should not go to the Cobourg College, may be favourable to study, as well as to practice.

TORONTO, 26th of March, 1847.

EGERTON RYERSON.

In 1850, Mr. Nelles was ordained ; and, in the same year, was appointed Principal of Victoria College, where, as President and Chancellor of that University, he did most effective and valuable service to that Institution, until his lamented death on the 17th of October, 1887.

CHAPTER VIII.

PROCEEDINGS IN REGARD TO QUEEN'S AND KNOX COLLEGES.

I have already given the proceedings, in Chapter IV. of this Volume, of the governing Bodies of Queen's and Knox Colleges, so far as they relate to the "University Question" of the day. I now give, in this Chapter, the proceedings of these Bodies, in regard to the general local interests, or affairs, of these Colleges.

I. QUEEN'S COLLEGE OF THE PRESBYTERIAN CHURCH (OF SCOTLAND.)

The following are Extracts from the proceedings of the Synod of the Presbyterian Church of Canada, in connection with the Church of Scotland, in 1847 :—

At a meeting of the Board of Trustees of Queen's College, held in the autumn of 1847, the Board decided that, as it had now become necessary to provide additional accommodation for the increasing attendance in the College classes and the Preparatory School, and for the Boarding House Department for students from a distance, two adjoining Houses, recently built, were rented, in addition to those hitherto occupied for these purposes.

(NOTE.—During this and the preceding Academical year, a few pages only were printed annually containing the name of those who obtained Degrees, Prize lists and Courses of Study, together with the announcements for the ensuing session. The first graduates in the University received their degrees in 1847.)

September 8th, 1847. The Synod proceeded to the election of three Trustees for Queen's College at Kingston, in room of the Reverend Doctors Alexander Mathieson and John Cook, and of the Reverend Robert Neill, who retire from office at this time, according to the terms of the Royal Charter of Queen's College, when the Reverend Doctors Alexander Mathieson, and John Cook, and the Reverend Robert Neill, were unanimously re-elected as Trustees, and the Clerk was instructed to intimate the same to the Board of Trustees of Queen's College.

September 10th, 1847. The Synod had transmitted to them, by their Committee on Bills and Overtures, an extract from a Minute of the Colonial Committee of the General Assembly of the Church of Scotland, with reference to the present condition and future prospects of Queen's College. The same having been read, the Synod referred it to the Committee on the King's College University Bills to report on it.

September 11th, 1847. The Synod had transmitted to them, by their Committee on Bills and Overtures, an Overture from the Presbytery of Kingston, to the effect, that the Synod should enact Regulations, regarding the attendance of students intended for the Ministry at the Literary and Theological classes of Queen's College. The Synod remitted the same to the Presbytery of Kingston, with instructions to draw up Regulations and report the same to the Synod at next meeting.

September 14th, 1847. The Committee to which was referred the extract from a Minute of the Church of Scotland's Assembly's Colonial Committee, anent Queen's College, was given in and read. The same having been considered, the Synod appointed the following Committee, videlicet : The Moderator, the Reverend Doctors Alexander Mathieson and John Cook, to whom were committed the several documents relating to the matter, with instructions to prepare and transmit to the Colonial Committee a detailed answer to the said communication anent the Queen's College.

II. KNOX COLLEGE OF THE PRESBYTERIAN (FREE) CHURCH OF CANADA.

The following condensed extracts, relating to Knox College, are taken from the "Digest of the Minutes of the Synod of the Presbyterian Church of Canada. By the Reverend Alexander F. Kemp, Montreal, 1861." No dates, (except that of the year 1847,) are affixed to the extracts by Doctor Kemp:

Kingston, 1847. The Report of the Knox College Committee was called for, and was read by the Reverend William Rintoul, Convener.

Mr. Buchanan, Deputy from the Free Church of Scotland, presented a motion, and addressed the Synod in connection with it. The motion was seconded by Honourable John Macdonald, of Gananoque, and unanimously carried. It is as follows :—

That the Synod . . . are specially called on to express their thankfulness to God, in the view of the success with which He has thus far crowned their efforts for educating the Youths who have been led to devote themselves to the Ministry . . .

Mr. Robb moved that the College Report be received ; and the thanks of the Synod tendered to the Convener and to the Members of the College Committee for the attention and care bestowed by them on the important trust committed to them. Mr. John Redpath, of Montreal, seconded the motion, and it was unanimously carried. The Moderator, in the name of the Synod, tendered thanks to the Reverend Mr. Rintoul, the Convener, and the same were duly acknowledged.

It was then moved by Mr. Hamilton, . . . seconded by Doctor Dickson, and unanimously carried :

That the Report be referred to the following Members, as a Committee, to consider its various details, and to prepare a series of Resolutions in regard to the same, to be submitted to the Synod at an early session, videlicet : The Reverend Messieurs. Rintoul, Bayne, Robb, Gale and Hamilton, Ministers ; and the Honourable John Macdonald, Mr. John Redpath, Doctor Dickson and Mr. McMillan, Elders.

The Reverend John Bayne called the attention of the Synod to the altered circumstances of the Church, at the present time, especially as these are brought out in the College Report, from what they were when, on the tenth day of July, one thousand eight hundred and forty-four, . . . the Synod first met, after the separation from the Body that continues in connection with the Established Church of Scotland, and the grounds of thanksgiving to the great Head of the Church, for that change in our circumstances. The Synod thereupon, on Mr. Bayne's motion, unanimously agreed to offer up thanks to God. . . .

Kingston, 1847.—The Synod called for the Report of the Committee appointed to draft Resolutions, founded on the recommendations in the College Report. A series of Resolutions was submitted by the Committee and having been considered seriatim, and variously amended, was unanimously adopted, as follows :—

I. That the Report be printed under the direction of the College Committee, and circulated as extensively as possible.

II. That the Synod acknowledge, in a Letter from the Moderator, to the Moderator of the General Assembly of the Free Church of Scotland, the obligations under which this Church has anew been laid to the Free Church for the seasonable mission of the Reverend Robert McCorkle, of St. Ninians, Scotland, as Professor of Divinity during last session of Knox College.

III. That the Synod record their sense of obligations under which the Church has been laid to Mr. McCorkle for his valuable labours in various departments of instruction in the College for last session ; also to the Reverend William Rintoul, for his valuable services in the department of Hebrew and Biblical Criticism. . . .

IV. That the Synod confirm the appointment of Reverend Alexander Gale, (Principal of the Toronto Academy), as Professor of Classical Literature in Knox College.

V. That the Synod approve of the diligence of the College Committee, in regard to the establishment of the Toronto Academy, and record their purpose to countenance and encourage it.

VI. That the Synod, in conformity with the recommendation of the College Committee, (and for the reasons set forth in the Committee's Report, videlicet, the provisional union of the Professorship of Theology with the pastoral office, in the first appointment of Doctor Burns to the Professorship) . . . resolve to separate, as they hereby do, the Professorship of Theology in Knox College, from the Pastorship of the Congregation of Knox's Church, Toronto ; and declare that the Professor who shall be appointed, shall, . . . be sole Professor of Theology.

VII. That the Synod, having respect to the many services rendered to the Presbyterian Church of Canada by Doctor Burns, . . . in collecting books for the Library of the College, . . . his valuable prelections to the Students of Theology . . . for two successive Sessions, record, as they now do, their sense of the great obligations to him, under which the whole Church has been brought, and tender him their grateful acknowledgements. . . .

VIII. That the Synod, deeply regretting that their endeavours, heretofore, to procure a Professor of Theology, have been ineffectual, depute a Minister of the Church, to proceed home, and confer with the Colonial Committee of the Free Church of Scotland, respecting the appointment of a Professor, and, in concurrence with said Committee, to choose a fit and proper person to be Professor of Theology. The Deputy, so appointed, to be instructed by the Synod's College Committee, as to the terms on which the appointment shall be made, and as to the other interests of the College . . . on which he shall confer with the Colonial Committee.

IX. That the Synod call on the Reverend John Bayne, of Galt, to undertake this mission.

X. That the College Committee be authorized, in terms of the recommendation of their Report, to procure additional assistance in the work of teaching :—the Deputy to confer with the Colonial Committee on this matter also, and endeavour, in concurrence with them, to procure a suitable labourer for the department of the College requiring to be supplemented.

XI. That from the approximated estimate of the expenditure necessary for the College during the year 1847, as well as arrears of last year, salaries of Professors and assistants, rent of College buildings, assistance to the Academy, extension of Library, expenses of Deputy and incidentals, the Church would require to raise the sum of £1,200, and . . . the College Committee are now instructed to issue an appeal to the whole Church, on this subject,

and to call on Ministers and other agents to visit and address congregations and stations on the subject, and to bring the claims of the College before every Member and adherent of the Church.

XII. That the Synod approve and adopt the recommendation of the College Committee, for the government and direction of Knox College by a general Committee . . . and an acting sub-committee, with such powers as they may all meet to delegate to them

XIII. That the General College Committee shall issue interim Regulations respecting the admission of students into the College, and the course of study to be pursued therein . .

XIV. That the Synod . . . authorize the College Committee to provide such special service for the Students of the College and pupils of the Academy, on the Lord's day, as they may see fit ; such arrangement to be made in concurrence with the Presbytery of the bounds.

XV. That the College Committee shall have no power over the students, in regard to the appointing of them to the office of Catechist ; but shall simply certify to Presbyteries, any whom they may deem fit for the office.

XVI. That in any matters, not provided for in the foregoing Resolutions, the General Committee be left to a wise discretion, and the counsel of the Synod Commission.

XVII. That. Mr. James Duncan, the student, sent us by the Free Church of Scotland . . with the concurrence of the College Committee, shall be regarded as having made the same progress in the curriculum, as though he had attended the winter session at Knox College . . .

The Synod appointed the following committee for the government of Knox College for the ensuing year :—

The Moderator, and the Reverend Messieurs Rintoul, (Convener), Robb, Bayne, Stark, Cheyne, Reid, Smart, Boyd, McDowell, Wardrope, Johnston, Lohead, Clugston, Leishman, Henry, Burns, Esson, Harris, Gray, Gale, Ministers ; and Messieurs Jeffrey, McAllister, McDonald, Hall, Edmondson, Durie, Redpath, McMillan, Davidson, Burns, Steen, Fraser, Elders ; Mr. John McMurrich, General Treasurer ; Mr. Samuel Spreull, Treasurer to the Bursary Fund ; and that they meet in Kingston to-morrow to appoint the sub-committee.

The Synod in conformity with the ninth Resolution in the College Report, called on Mr. Bayne, through the Moderator to undertake the mission to the Colonial Committee of the Free Church of Scotland,—Mr. Bayne was persuaded to consent to the call. . . .

The Synod referred the supply of Mr. Bayne's pulpit, in his absence, to the Home Mission Committee. . . .

CHAPTER IX.

PROCEEDINGS OF THE BOARD OF EDUCATION FOR UPPER CANADA, 1847.

The Tenders for reprinting the National School Books, which was for asked by the Board of Education of Upper Canada on the 27th of October, 1846, (pages 245-56 of the Sixth Volume of this History,) were laid before that Board on the 22nd of December, and the Chief Superintendent was authorized, on that day, to grant permission to any responsible person to reprint them. The following proceedings of the Board took place on this subject :—

PERMISSION TO REPRINT THE IRISH NATIONAL SCHOOL BOOKS IN CANADA.

January 5th, 1847. Ordered, That the substance of the Minutes of the Board, (on the subject of reprinting the National School Books in Canada, passed last month) be transmitted to each of the Publishers who have proposed to reprint, or import, the National School Books, and to the public.

In accordance with this Minute of the Provincial Board of Education, the Chief Superintendent prepared the following communication on the subject:—

I have laid before the Board of Education for Upper Canada your proposal to reprint several of the series of the Irish National School Books. . . .

The Board, after carefully considering all the communications which have been made on this subject, have come to the conclusion that the interests of the Schools of Upper Canada will be best promoted by leaving the reprinting of the National Books open to all Publishers and Printers, who may be disposed to engage in it, as there is scarcely a shade of difference in the Tenders for reprinting these Books which have been made.

The principal Publishers in Upper Canada have expressed a wish that the Board would leave the business open. The Board have resolved to do so;—reserving to itself the right of recommending, or disapproving, of any of the reprints,—according to their accuracy and quality,—leaving the low prices of the imported editions to regulate those of the reprints.

A Publisher, desiring to reprint any of these excellent School Books, will find it advantageous to reprint from the last Dublin Editions, as containing the latest improvements authorized by the National Board of Education for Ireland.

That Board has consented to supply, through the Canadian Board, Schools in Canada with the National School Books at the reduced prices, at which they are sold to poor Schools in Ireland; which are one half the number of pence in sterling of the number of pence in currency for which,—as the maximum prices,—they are permitted to be sold in Upper Canada. The titles of the Books, together with the authorized maximum selling prices, are given in the printed Forms and Regulations which have been recently prepared at this Office, and circulated throughout Canada West.

I am authorized, by the Canadian Board of Education, to intimate, that any Bookseller, or other person, who will engage to sell the National School Books at not higher than the prices affixed to them in the printed Forms and Regulations referred to, will, on application to me, be recommended to the National Board of Education in Dublin, to obtain these Books at the reduced prices above mentioned. It is also to be observed, that the National Board in Dublin will not dispose of their Books at these reduced—(cost)—prices, without payment at the time of purchase.

I know not that the Board of Education in Upper Canada could have adapted more equitable and efficient measures, thus far, to secure to Canadian Schools a uniform series of good and cheap Books, than those which I have thus briefly explained.

TORONTO, 6th of January, 1847.

EGERTON RYERSON.

February 5th, 1847. A communication from Mr. John Rintoul, Head Master of the Model Schools, Dublin, was read, dated the 2nd ultimo, relating to the period when his salary, as Head Master of the Provincial Normal School, shall commence,—the procuring of Books, Apparatus, etcetera, and the interests of the contemplated Normal School generally.

Ordered, (1) That the salary of Mr. Rintoul, shall commence from the period of his resignation, or his actually leaving his present situation in Dublin, and his salary from the Dublin Board ceasing.

(2) That Mr. Rintoul be authorized to purchase the necessary Books and Apparatus, etcetera, for the Normal School in Toronto, and that he be allowed to expend for this object a sum not exceeding Four Hundred pounds, (£400.) Sterling, of which, it is desirable, that about three fourths should be applied to the purchase of Apparatus. This Board, reposing the utmost confidence in the discretion and judgment of Mr. Rintoul, would merely suggest the application to the strictest economy in the expenditure of the above named sum, consistent with the fulfillment of the Trust delegated to him.

(3) That the Board approves of the proposed visit of Mr. Rintoul to certain Normal and Industrial Schools in Great Britain, before taking his departure for Upper Canada.

(4) That the Chief Superintendent be further authorized to apply forthwith to the Provincial Government for funds, to enable him to remit to Mr. Rintoul a Bill of Exchange on London for Four Hundred pounds, Sterling, (£400.) to enable him at once to purchase the Books, Apparatus, etcetera, alluded to; and that the Superintendent do remit such Bill to Mr. Rintoul accordingly.

The following Letter, in terms of the foregoing Minute, was addressed to the Provincial Secretary:—

The Board of Education for Upper Canada, having ascertained, on the authority of the experienced Professors of the Normal School in Dublin, and by a statement in detail, that the

expenses of procuring the Books and Apparatus for lectures in Chemistry and Natural Philosophy in our proposed Normal School will amount to not less than Four Hundred pounds, (£400,) Sterling, has directed me to apply to His Excellency-in-Council, respectfully requesting that His Excellency will be pleased to direct the payment of a further sum of Five Hundred pounds, (£500,) currency, out of the Legislative grant of Fifteen Hundred pounds (£1,500,) for the purpose of establishing a Normal School in Upper Canada, so that I may be able to procure a Sterling Bill of Exchange for the sum required, and forward it to Dublin by the next mail.

I beg to add, that, by means of the sum of Five Hundred pounds, (£500,) already advanced by order of the Governor-in-Council the premises intended for the Normal School have been put into a state of thorough repair,—that the Gentleman recommended by the National Board of Education for Ireland, as Head Master of the Upper Canada Normal School, has accepted the appointment and intends shortly to embark for Canada.

The Board of Education for Upper Canada has authorised that Gentleman, before his leaving England, to procure the requisite Books and Apparatus for commencing our Normal School.

TORONTO, 5th of February, 1847.

EGERTON RYERSON.

(NOTE. A Letter was sent to Mr. Rintoul on the same day in terms of the foregoing Minute.)

February 9th, 1847. It was—

Ordered, That Mr. Rintoul be instructed to insure, on their shipment for this Country, the Books and Apparatus which he has been authorized to purchase for the Provincial Normal School.

Ordered, That all previous orders, directing the renewal of the Policy of Insurance on the old Government House Buildings for Fifteen Hundred pounds, (£1500,) be rescinded, and that the Chief Superintendent of Schools communicate with the Government for instructions in the matter.

The Board having had before them the Accounts for Repairs, done to the Government House Buildings, as per agreement, with Mr. William Crocker for Carpenter work and Plastering; and Messieurs. Widdowson and Smith for Painting and Glazing; and for extra work done, exclusive of the stipulations contained in the Contracts; and having heard the explanations of Mr. William Thomas, the Architect, under whose superintendence the works were performed, find that the whole accounts for Repairs stand as follows:—

Amount of Contract to Mr. Crocker.....	£269 : 0 : 0	
Amount of Extra Work by him	112 : 14 : 4	—£382 : 14 : 4
Amount of Contract to Messieurs. Widdowson and Smith	90 : 0 : 0	
Amount of Extra Work by the same.....	19 : 10 : 5	—109 : 10 : 5
Amount to the Architect for Superintendence, as per agreement ..	25 : 0 : 0	
Amount to the Architect for Superintending extra work	7 : 10 : 0	—32 : 10 : 0
Gross Total		£524 : 14 : 9
Less deducted by Architect from the Contract work of Mr. Crocker.		11 : 10 : 0
Net Total amount of the expense of the Repairs to be.		£513 : 4 : 9

Ordered, That the Board, being satisfied with the Account and explanations given Mr. William Thomas, the Architect, authorize the Chief Superintendent of Schools to pay the amount due to the Architect and to the respective Contractors, according to the foregoing statement,—the whole being certified in due form by the Architect.

The Accounts of the Architect and Contractors having been audited, and it having been found that the Five Hundred pounds (£500,) for which the Chief Superintendent has lately applied, together with the balance of a previous Five Hundred pounds (£500,) on hand, were not sufficient to procure the Bill of Exchange on London for Four Hundred pounds, (£400,) Sterling, and to liquidate those claims, it was

Ordered, That the Chief Superintendent of Schools apply to the Executive Government for an additional One Hundred pounds, (£100,) to enable him to meet these demands.

March 9th, 1847. Communications from the Secretary of the Province, dated, the 18th and 23rd ultimo, were laid before the Board, stating, that His Excellency-in-Council had been pleased, in accordance with the wishes of the Board, to direct the issue of a Warrant for Five Hundred pounds, (£500,) also, a Warrant for an additional One Hundred pounds, (£100); and that the Government House Buildings, at Toronto, be insured for the sum of One Thousand pounds, (£1,000), the premium to form part of the expenses of the Board of Education.

A Letter was also read from Mr. John Rintoul, Head Master of the Model Schools, Dublin, submitting certain matters for consideration, relating to the Provincial Normal School at Toronto.

The Chief Superintendent of Schools intimated, that he had, on the 22 ultimo, transmitted to Mr. Rintoul in Dublin, a Bill of Exchange for Four Hundred pounds Sterling, (£400,) for the purchase of Books and Apparatus for the use of the Normal School, Toronto.

Ordered, That the Chief Superintendent of Schools do affect Insurance on the Buildings, to the amount of One Thousand pounds (£1,000,) as directed by the terms of the Letter from the Secretary of the Province, dated the 23rd ultimo.

The Account of William Crocker for additional work done at the Education Office Building—amounting to Five pounds ten shillings (£5 : 10 : 0,)—having been laid before the Board, together with Sundry other Accounts, as follows:—

Mr. Thomas Nixon, for one Cord of Wood	£0 : 16 : 3
Mr. Thomas Johnson, for Washing Rooms in the Government House.....	0 : 11 : 3
Mr. Thomas Johnson, for Washing the Halls, Stairs and Shelves in it.....	1 : 0 : 6½
Mr. Thomas Lee, for Manure and Carting.....	0 : 10 : 7½
Mr. Thomas Johnson, for Services at the Government House premises.....	4 : 0 : 0
Mr. John J. Howard, for Pails, Brushes, etcetera	0 : 17 : 6½

Amounting in all to£13 : 6 : 2½

Ordered, That the Board, being satisfied with the correctness of the foregoing Accounts, authorize the Chief Superintendent of Schools to pay the same to the respective parties named.

March, 23rd, 1847. Communications were laid before the Board from the Warden of the Ottawa District and from the Clerk of the Colborne, in reply to the Circular from the Board of Education, dated the 4th of August, 1846, the former enclosing a Minute of the Council selecting two young men for District Scholarships in the contemplated Normal School, and the latter intimating the inability of the Colborne District, from want of funds, to comply with the terms of that Circular.*

The Chief Superintendent of Schools submitted, for consideration, at the next meeting of the Board, a series of Resolutions relating to the period of opening the Provincial Normal School, the terms upon which pupils shall be admitted, and certain Regulations to be observed therein.

The Chief Superintendent of Schools gave notice that he would lay before the Board at its next meeting, for audit, Vouchers for all disbursements made by its order up to this date; also that he would submit the name of Mr. Thomas Johnston for the situation of General Servant, Gardener and Keeper of the Grounds connected with the Normal School.

March 30th, 1847. The Resolutions submitted for consideration by the Chief Superintendent of Schools at the last Meeting of the Board, relative to the opening of, and Terms of Admission into, the Normal School, were laid before the Board, and read; and . . . after some discussion, the Resolutions were amended and adopted as follows:

1. *Resolved*, That the Provincial Normal School shall be opened about the 1st of July next; and the first Session shall continue until about the middle of October, 1847.

2. *Resolved*, That every Candidate for admission into the Normal School, in order to his being received, must comply with the following conditions: (1). He must be at least sixteen years of age. (2). He must produce a Certificate of good moral character signed by the Minister, or Clergyman, of the Religious Denomination, of which he is a Member. (3). He must be able to read and write intelligibly, and be acquainted with the simple rules of Arithmetic. (4). He must declare, in writing, that he intends to devote himself to the Profession of Teaching School; and that his object in coming to the Normal School is to qualify himself better for the important duties of that Profession. (Other Students, not candidates for School Teaching, to be admitted without signing a document of their intentions to become Teachers, on paying the fees and dues to be prescribed).

(3) Upon the foregoing conditions, Candidates for School Teaching shall be admitted to all the advantages of the Normal School, without any charge, either for Tuition, or for the Books which they may be required to use in the School.

(4) The Candidates for School Teaching in the Normal School shall board and lodge in the City, under such Regulations as shall, from time to time, be approved by this Board; and each pupil, (attending the School, on his own account), shall be allowed a sum not exceeding five shillings per week towards the expenses of his board.

(5) The Candidates for School Teaching, selected by the District and City Councils, shall not be charged more than the amount paid for their Board in the City,

* This Circular is printed on pages 237-38 of the Sixth Volume of this Documentary History.

(6) The foregoing Resolutions be transmitted by Circular to the District and City Councils for their information, and to the Public through the Newspapers.

Ordered, That Mr. Thomas Johnston be employed as a General Servant, Gardener and Keeper of the Grounds, connected with the Normal School at the rate of Four Pounds currency, (£4), per month, with residence on the premises: His period of engagement to commence on the 1st proximo.

April 6th, 1847. A Communication from Mr. John Rintoul, Head Master of the Model Schools, Dublin, was laid before the Board, conditionally tendering his resignation as Head Master of the Provincial Normal School, owing to the continued illness of Mrs. Rintoul.

Ordered, That, in consequence of the inability of the Head Master to proceed to Canada, so as to open the Normal School in July next, the first of the series of Resolutions adopted at the last Meeting of the Board, be recinded; and that the opening of the Normal School be postponed until as early in Autumn as practicable.

Ordered, That the Chief Superintendent of Schools be pleased to express to Mr. Rintoul the regret and sympathy of the Board at his inability from continued domestic afflictions to proceed to Canada so as to open the Normal School at the time proposed, and direct him, in case of his not being able to leave in July, or earlier, to communicate with the Commissioners of National Education in Dublin, and to request, that, in accordance with the wishes of this Board, as conveyed in a Letter dated the 24th of July, 1846, they would select another Head Master for the Upper Canada Normal School and instruct him to embark for Canada with as little delay after his acceptance of the appointment as possible.

(NOTE. A Letter was written to Mr. Rintoul on the 7th of April, in terms of this Minute.)

January 29th, 1847. Three Communications were laid before the Board: (1) from Mr. Rintoul, Dublin:—the first, dated 1st of April, acknowledging the receipt of a Bill of Exchange on London for Four Hundred pounds Sterling. (£400), and intimating that the proceeds had been placed in the hands of the Secretaries of National Board of Education until further advice; (2), the second, dated the 18th of May, acknowledging the receipt of a Letter from this Board, dated 7th April, and stating that, in the course of a week, he should be able to decide as to his coming to Canada; (3), the third, dated 2nd of June, and informing the Board that, on that day, he had resigned his connection with the Commissioners of National Education in Ireland, and in a few days would proceed to London, Glasgow and Edinburgh, and after purchasing as directed, the Apparatus, Books, etcetera, he should embark at Liverpool with the least possible delay.

The Chief Superintendent of Schools laid before the Board the copy of a Circular which he had addressed to each of the Municipal Councils in Upper Canada*—directing the attention to the Circular of the Board of Education, dated 4th of August, 1846,†—explaining the causes of delay in opening the Provincial Normal School—transmitting the Resolutions containing the Terms of Admission into the Normal School,‡—and presenting, for the acceptance of each Council, a complete set of the National School Books, Reports and Publications.

Ordered, That Messieurs Joseph C. Morrison and Hugh Scobie be a Committee to audit the Accounts of this Board.

July 9th, 1847. The following Communications were laid before the Board: 1. From John Rintoul, Esquire, A.M., Head Master of Model Schools, Dublin, dated the 18th of June, 1847, finally resigning his appointment as Head Master of the Provincial Normal School at Toronto, owing to his protracted domestic affliction. (2) From the Secretaries of the National Board of Education, Dublin, dated 16th of June, 1847, informing the Canadian Board, that the Commissioners of National Education had selected Mr. Thomas Jaffray Robertson, as Head Master of the Normal School of Upper Canada, in place of Mr. John Rintoul, resigned, and strongly recommending Mr. Robertson as eminently qualified for the duties of that appointment.

Ordered, that the Chief Superintendent of Schools be pleased to convey to Mr. Rintoul the sympathy of this Board, in his continued affliction; and its approbation for the course which he has necessarily been obliged to pursue, in finally declining the appointment of the Canadian Board.

(NOTE. A letter, in terms of this Minute was sent to Mr. Rintoul on the 9th of July 1847).

Also that the Chief Superintendent of Schools be pleased to convey to the Commissioners of National Education the entire concurrence of this Board in the appointment which they have made of Mr. Thomas Jaffray Robertson, and its cordial acknowledgements for the very prompt

* Printed on pages 237-38, of the Sixth Volume of this History.

and satisfactory manner in which they have, in accordance with the wishes of this Board, selected Mr. Robertson as Head Master of the Provincial Normal School, in place of Mr. Rintoul resigned,

NOTE.—In terms of this Minute, the following Letter was sent to Messieurs Maurice Cross and James Kelly, the Secretaries of National Education, in Dublin, on the 9th of July, 1847:—

I, this day, laid before the Board of Education for Upper Canada, your Letter of the 17th June, announcing the decision of Mr. Rintoul not to come to Canada, and the appointment by the Commissioners of National Education of Mr. Thomas Jaffray Robertson as Head Master of the Canadian Normal School, in place of Mr. Rintoul.

The Board very deeply regrets the loss of Mr. Rintoul's services, from which the most sanguine expectations had been entertained. Whilst we acquiesce in the conclusions which, by the continued illness of his Wife, has been forced upon him, entertain for him unabated respect . . .

I am requested to present through you, the cordial and unanimous thanks of the Canadian Board to the Commissioners of National Education for their lively interest which they take in the success of our labours—for their prompt selection of Mr. Thomas J. Robertson as Head Master of the Canadian Normal School, whom we shall receive with the greatest cordiality, from our entire confidence in the judgment of the Commissioners, and from your high testimony to his qualifications, abilities, experience, integrity and energy. We entertain no doubt of Mr. Robertson's success and usefulness.

TORONTO, 19th of July, 1847.

EGERTON RYERSON.

September 5, 1847. Mr. William Henry Boulton, M.P.P., Mayor of Toronto, took his seat as a Member of the Board of Education for Upper Canada, under the authority of Section ten of the Common School Act of 1847, 10th and 11th Victoria, Chapter XIX.

The following Communications were laid before the Board: (1) From the Secretaries of National Education, Ireland, dated 14th July, 1847, announcing the departure for Canada of Mr. Thomas Jaffray Robertson, Head Master of the Normal School, Toronto. (2) From the Assistant Provincial Secretary, dated 20th August, 1847, stating that His Excellency had been pleased to issue a Warrant for Four Hundred pounds (£400) on account of the Board of Education.

The Auditing Committee presented their Report which was examined and adopted.

Ordered, That the Chief Superintendent of Schools be pleased to give public notice that the First Session of the Provincial Normal School will commence on the first day of November, 1847.

(The following Notice was accordingly issued):—

Notice is hereby given that the Normal School for Upper Canada will be opened in the late Government House at Toronto, on Monday, the first day of November next. Applications for admission to be addressed to the Chief Superintendent of Schools, Toronto. By order of the Board of Education for Upper Canada.

TORONTO, September the 3rd, 1847.

J. GEORGE HODGINS, Recording Clerk.

Ordered, That the Superintendent of Schools be authorized to apply to the Mayor of Toronto to be placed in possession, for the purposes of a Boys' Model School, of the premises of the Board, at present occupied as a "Lyceum Theatre," by Mr. Mirfield.

Ordered, That the Head Master of the Normal School be requested to make a specification of such articles and alterations as may be necessary for fitting up the Lecture Rooms of the Normal School, and that Tenders be advertised for the performance of such work.

September 16th, 1847. Several Tenders for fitting up the Lecture Rooms of the Normal School were laid before the Board.

Ordered, That the Tender of Mr. William Crocker for £139 Currency,—being the lowest before the Board,—be accepted; and the work be proceeded with immediately, and completed by the 20th day of October next.

September 21st, 1847. *Ordered,* that the Chief Superintendent, aided by the Head Master, do take the necessary steps for fitting up and furnishing the Library, warming the building and procuring the furniture for the several Lecture Rooms, and for lighting the Halls, Lecture Rooms and Library with gas.

Ordered, That a Lecturer in Chemistry and National Philosophy be employed to deliver a course of Lectures during the first Session of the Normal School, and that the Chief Superintendent of Schools do take the necessary steps for procuring such Lecturer, and report to the next meeting of the Board, on the subject.

Ordered, That the Superintendent of Schools, aided by the Head Master, be pleased to draw up a Code of Rules and Regulations for the Management of the Normal School, and submit the same to the Board.

Ordered, That an arrangement for the opening of the Normal School on the first of November, be made by the Chief Superintendent of Schools, aided by the Head Master, and that cards of invitations be sent to the principal inhabitants of Toronto, and the District Superintendents of Common Schools, and to Wardens of all Municipal Districts.

September 28th, 1847. A Communication from the Corporation of the City of Toronto, accompanying the Keys of the building called the "Lyceum," was laid before the Board, as requested by the Board.

The Head Master of the Normal School, by the direction of the Chief Superintendent of Schools, presented a verbal report on the appointment of a Lecturer in Chemistry and Natural Philosophy,—the matter was deferred.

October 2nd, 1847. Various Testimonials in favour of Mr. Henry Youle Hind, proposed Lecturer in Chemistry and Natural Philosophy, were laid before the Board.

Ordered, That Mr. Henry Youle Hind, of Thornhill, be appointed Lecturer in Chemistry, Natural Philosophy and Mathematics during the First Session of the Normal School—to commence on the first of November.—at a remuneration of Seventy-five Pound Currency, (£75) for such Session. The delivery of the Lectures to be subject to such Regulations as may hereafter be adopted by this Board.

Ordered, That the Head Master of the Normal School be requested to prepare plans and specifications for the necessary alterations in converting the Building lately occupied as the "Lyceum Theatre" into a Model School for Boys; and that the Recording Clerk be authorized to advertise for Tenders for the performance of the work, in accordance therewith, and to call a Meeting of the Board when the Tenders shall have been received.

A Letter from the Reverend John J. Hay, communicating information of the decease of the Right Reverend Doctor Michael Power, Chairman of this Board, having been read by the Recording Clerk, it was

Ordered, That this Board have heard with very deep regret the melancholy intelligence of the death of the Right Reverend Doctor Michael Power, Roman Catholic Bishop of Toronto, and Chairman of this Board and

Resolved, That the Members of the Board of Education do attend the Funeral of their departed Friend and Colleague, as the last mark of respect and esteem which it is in their power to show to his memory. And that the Recording Clerk do communicate this Resolution to the Reverend John J. Hay.

Ordered, That the engrossed Minutes of the Meetings of this Board, held on the 3rd, 14th, and 21st, ultimo, at which the late Right Reverend Bishop Power presided, be signed the Honourable Samuel Bealy Harrison, Q. C., interim Chairman.

[The following reference to the death of Bishop Power was inserted in a Toronto paper: With unfeigned regret we announce the death, on the 1st instant, of the Right Reverend Michael Power, D. D. Roman Catholic Bishop of Toronto, and Chairman of the Board of Education for Upper Canada. Few Prelates of his persuasion have succeeded in rendering themselves so universally esteemed by all Denominations of Christians as Doctor Power has done during his brief stay amongst us. In the Bishop the Board of Education have lost a highly liberal and distinguished Member. That Board has passed a Resolution, deeply expressive of their sorrow at his decease and their determination to pay their last sad tribute to the memory of their late Colleague by accompanying the remains to the tomb.]

(The following Official Notice in regard to the Normal School was issued, as directed by the Board):

The Board of Education for Upper Canada, beg to direct the attention of Teachers and Trustees of Common Schools to the following notice:

The Normal School for Upper Canada will be opened in the late Government House at Toronto, on Monday, the First day of November next.

For Terms, apply to any of the District Superintendents; and for Admission, to the Chief Superintendent of Schools, Toronto,

By order of the Board,
J. GEORGE HODGINS, Recording Clerk.

TORONTO, 4th of October 1847,

October 22nd, 1847. Several Tenders having been submitted to the Board it was—

Ordered, That the Tender of Messieurs John and Abel Willcock, for performing the Carpenter, Joiner and Mason Work required in converting the "Lyceum Theatre" into a Boys' Model School, be accepted *pro tempore*; and that the Recording Clerk make enquiry respecting the capability of the Tenderers for performing the work—and, if satisfied therewith, to give them the contract, upon their furnishing proper security for its due performance on or before the 13th of December next,—failing which the Contract to be given to Mr. William Crocker upon the same conditions. The Tender of Mr. Charles March for Painting and Glazing to be accepted on the same conditions.

Ordered, That the Chief Superintendent of Schools be authorized to pay such accounts as have been and may be presented for articles procured, or work performed, by order of this Board.

Ordered, That the Head Master of the Normal School be requested to prepare a list for the Board of whatever articles may be required for the Normal and Model Schools.

October 29th, 1847. The Chief Superintendent of Schools laid before the Board a Communication from the Head Master of the Normal School, accompanying a list of articles required for the Normal and Model Schools,—submitting certain Rules for the governance of the Normal School,—and making several suggestions as to the best means of ensuring the attendance of Common School Teachers at the Normal School.

Ordered, That the Chief Superintendent of Schools be authorized to procure all such articles, etcetera, as may be required for the Normal and Model Schools, and have such work performed as may be necessary therein.

RULES AND REGULATIONS OF THE PROVINCIAL NORMAL SCHOOL.

Ordered, That the following Rules be adopted as the General Rules of the Normal School, subject to subsequent modifications by this Board :—

1. All the Pupils-in-Training are expected to lead an orderly and regular life,—to be in their respective Lodgings every night before half-past Nine O'Clock, and to attend their respective places of Worship with strict regularity. Any improprieties of conduct will be brought under the special notice of the Board of Education.

2. They are required to assemble in the Normal School every morning at the appointed hour, Nine O'Clock, when the Roll will be called, and any person failing to answer to his name will be called upon to explain the cause of such irregularity, and his explanation, if not deemed satisfactory, will be submitted to the Chief Superintendent of Schools, or to the Board.

3. Any one compelled, by sickness, or other unavoidable necessity, to absent himself, will be required to forward a written explanation to the Head Master.

4. It is expected that all the pupils will conform strictly to the appointed hours, conduct themselves with decorum and propriety, not merely when on the premises, but when coming to and leaving them : and attend carefully to the Studies marked out for their instruction.

Ordered, That the Reverend Henry J. Grasett, A.M., be respectfully requested to commence the proceeding connected with the ceremony of opening the Normal School with Prayer, selected by himself for the occasion.

November 5th, 1847. *Ordered*, That the sum granted by this Board, towards defraying the expenses of the board of the pupils attending the Normal School, be paid weekly : and that a book be procured for keeping an accurate and faithful account of such payment, signed by each Student receiving it.

Ordered, That the Chief Superintendent of Schools be authorized to make the necessary arrangements for effecting an immediate Insurance on the Normal School premises, in terms of Provincial Secretary's Letter, dated 23rd February, 1847 ; and that he be also authorised to pay in addition, the premium of one month's extra risk on the same buildings, in consequence of Carpenters and others working there.

TORONTO, 29th of October, 1847.

J. GEORGE HODGINS, Recording Clerk.

(NOTE This was the last meeting of the Board of Education of Upper Canada, in 1847.)

CHAPTER X.

OPENING OF THE NORMAL SCHOOL FOR UPPER CANADA, ON THE
FIRST OF NOVEMBER, 1847.

In the *British Colonist* newspaper, of the 2nd November, 1847, edited and controlled by Mr. Hugh Scobie, one of the Members of the Board of Education for Upper Canada, appeared an elaborate account of the opening of the Provincial Normal School, on the first of November, 1847. From this account of the proceedings, I make the following extract:—

According to previous notification, the Normal School for Upper Canada was opened yesterday afternoon. On entering the Room, formerly the Ball Room of the Government House, we found it changed in every feature. At the western end of the room was a raised platform. In the centre of the platform were seated the Chief Superintendent of Schools and other Members of the Provincial Board of Education, the Mr. T. J. Robertson, Head Master of the Normal School, Mr. H. Y. Hind the Lecturer on Mathematics, Natural Philosophy and Agricultural Chemistry. On either hand were seated Doctor Strachan, the Lord Bishop of Toronto, the Honourables Chief Justice Robinson, The Honourables Justice Draper, Macaulay and Jones, the Reverend Doctor McCaul, Vice-President of King's College; the Honourable Henry Sherwood, Attorney General; Principal Barron, Upper Canada College; the Honourables William Allan, and Henry J. Boulton; the Reverend Doctors Robert Burns, and Mathew Richey; the Wardens of the Home, Niagara, Talbot and other Districts, the Local Superintendents of Schools of the Home, Gore, and other Districts, and many others.

The body of the hall was crowded by those interested in Education; also several Members of the Bar, Clergymen of various Religious Denominations, Schoolmasters, Mr. Commissioner Widder of the Canada Company.

DOCTOR RYERSON'S ADDRESS AT THE OPENING OF THE PROVINCIAL NORMAL
SCHOOL, 1847.

Before rising to address those who had gathered there to witness the ceremony of opening the first Normal School established in Upper Canada, the Reverend Doctor Ryerson, Chief Superintendent of Education, called upon the Reverend Henry J. Grasett—a Member of the Provincial Board of Education—to open the proceedings with prayer. After which, Doctor Ryerson proceeded to deliver the following Address.*

It devolves on me to open the proceedings of this day by a few preliminary statements, relative to the establishment of the Institution, whose commencement we are assembled to witness, and which marks an epoch on our educational history:

The word *Normal*, both in its etymology and common use, signifies “according to rule, or principle,” and is employed to express the systematic teaching of the rudiments of learning. Its application to Schools, which are designed for the qualification of Teachers, was first adopted in Prussia, where such Schools were first established as a part of a system of Public Instruction in that Country.

The term, as well as the description of Schools which it had been adopted to designate, was subsequently adopted in Switzerland and France, and afterwards in England and America. A Normal School there, in either Country, is a School, in which the principles and practice of Teaching, according to rule, are taught and exemplified. It is a School for the theoretical and practical training of young men in the profession of School-teaching.

*This Address of Doctor Ryerson, which he delivered on this memorable occasion, was (for greater accuracy,) prepared by himself in manuscript. With a few verbal changes and the addition of dates, etcetera, I insert it entire, as he wrote it.

A School of this kind, as well as an appropriate and complete series of Text-Books for Common Schools has hitherto been a desideratum in our system of Public Elementary Instruction.

REVIEW OF COMMON SCHOOL LEGISLATION IN UPPER CANADA, DURING 1841-1846.

Our Common School System, as such, may date its commencement in the year 1841. It is true, long before that time, (in 1816) we had a Common School Law and Common Schools; but we had no System, and therefore, no improvement whatever in the Common Schools for a period of more than twenty-five years.

In the preparation of the Common School Measure for the whole Province of Canada, which was adopted in 1841*—for the establishment of a Common School System in Upper Canada, the importance of having Normal and Model Schools for the training of Teachers, and of having a proper series of Text-Books for the Schools—was, if I mistake not, felt by the Government of the day; as it was in 1843, when another School Act, for Upper Canada alone, superseded that which had been passed in 1841. In the Common School Act for Upper Canada, passed in 1843,† a Normal School is expressly recognized by providing, that—

“No person should be appointed to be a Principal Teacher in any County Model School who shall not have produced to the County School Superintendent a Certificate of Qualification, signed by some one or more of the Professors, or Principal Teacher, of such Normal School”—“whenever a Normal School shall have been established.”‡

During the early part of last year, (1846), a Common School Measure was submitted by me to the consideration of the Government. It was approved of and subsequently adopted by the Legislature, among other things, for the establishment of a Provincial Normal School and the introduction of a suitable Series of Text Books into our Common Schools generally. The sum of Fifteen Hundred pounds (£1,500), was set apart for the establishment of such a School, and then also Fifteen Hundred pounds (£1,500) per annum for its support; and a Provincial Board of Education was created to superintend its erection and operations.||

THE STATE OF NEW YORK NORMAL SCHOOL AT ALBANY, NEW YORK, 1844.

These arrangements were somewhat similar to those which had been adopted in the neighboring State of New York, in 1844, for the establishment of a State Normal School at Albany.‡ The sum of Nine Thousand dollars (\$9,000) was voted out of the Common School Fund of the State for its establishment; and Ten Thousand dollars (\$10,000) annually for the support of a “Normal School for the instruction and practice of Teachers of Common Schools in the Science of Education, and in the Art of teaching††.”

This Normal School was placed under the supervision and direction of the State Superintendent and the Regents of the University, and under the immediate management of an Executive Committee of five persons, appointed by the Regents; of which Committee the State Superintendent is an *ex-officio* Member, and, with his concurrence, the Committee acts in behalf of the Regents of the University.

Though the sums mentioned, which were appropriated for the establishment and support of our Provincial Normal School are much less than those granted for the New York State Normal School; yet I believe the moderate estimate made, for commencing and carrying on the operations of our own Institution, will not be exceeded, while its efficiency and facilities for instruction will not, I trust, be surpassed. The Terms of Admission to our Normal School are more favourable to candidates than those prescribed by the authority of any similar Establishment on the the Continent of America.

ESTABLISHMENT OF THE UPPER CANADA BOARD OF EDUCATION, AND ITS FUNCTIONS.

It was designed that the Canadian Board of Education should embrace, as far as possible, a fair representation of the leading Religious Persuasions of Upper Canada. Accordingly in July, 1846, the names of several Gentlemen were submitted to the Government for that important

* A copy of this Common School Act, for the whole Province of Canada, is printed on pages 48-55 of the Fourth Volume of this Documentary History.

† The Common School Act of 1843, for the Province of Upper Canada will be found on pages 251-262 of the same, (Fourth) Volume of this History.

‡ The Provisions of the Common School Act of 1843, relating to Provincial Normal School, and County Model Schools, are embodied in Sections 57-67 of that Act. See pages 260, 361 of the same, (Fourth) Volume.

The Common School Act of 1846 is inserted on pages 59-70 of the Sixth Volume of this History.

†† For particulars as to the establishment and maintenance of the Normal School for the State of New York, at Albany, see page 54 of the First Volume of the *Journal of Education* for *Upper Canada*.

and responsible trust*. The Members of this Board give their services gratuitously, with the exception of the Chief Superintendent of Schools. The Board applied, forthwith, for the premises on which we are assembled, and lost no time in getting them repaired, and in selecting, through the Board of National Education in Ireland, a Head Master for the School, and in taking steps to procure suitable Apparatus for Lectures in Agricultural Chemistry and the Elements of Natural Philosophy.

The Board, after mature deliberation, determined to recommend the introduction into our Common Schools generally of the series of School Books published by the National Board of Education for Ireland. It was appropriate, therefore, to select a Head Master for the National Normal School of the same Board, in Dublin.

Our own Normal School would have been opened several months since, instead of to-day, had not the Gentleman first selected as Head Master been long delayed and afterwards, ultimately prevented, by domestic affliction, from proceeding to Canada. As requested, the National Board of Education for Ireland then selected a Gentleman as Head Master of our Normal School—a Gentleman who had honourably distinguished himself at Trinity College, Dublin,—who had, for many years been connected with the National Board as Head Inspector of Schools, and who, at the time of his appointment to Canada, occupied a higher position than the Gentleman who had been previously selected by the Canadian Board, at the instance of the National Board of Education, in Dublin. This Gentleman, to the advantage of general scholarship, ability and experience, unites that of an intimate acquaintance with teaching that admirable series of Text Books, which we hope to see generally used in our Canadian Schools.

And I trust it will be found that the Provincial Board of Education has not been less fortunate in providing for the Department of Mathematics and Natural Philosophy, in the selection of a Gentleman, who formerly attained a Scholarship in Cambridge University in England, and who has since spent about two years in attending lectures in the Royal Trade School at Leipsic,—one of the most celebrated institutions of the kind in Germany.†

In respect to the Model School, which is an essential appendage to the Normal School, the Board has contracted for the fitting up of a neighboring Building for that purpose. The contract is to be completed by the middle of December, in order that the Provincial Model School may be opened in January, 1848.‡

THE QUESTION OF STUDENTS' BOARDING HOUSES DISCUSSED.

It is to be observed that the Canadian Board of Education provides no Boarding Hall for students. In this, the Board, without precluding itself from adopting another method hereafter, if deemed expedient, has followed the example of Holland, Scotland and the neighboring States, where the students board in private families, under such regulations as the authorities of the Normal Schools are pleased to prescribe. It is held and strongly argued, in those Countries, that it is far better for young men, during their attendance at the Normal School, to live in the manner in which they are most likely to live in the course of their profession, than to be secluded from the domestic circle and congregated together in a Boarding House. Be that as it may, the Canadian Board furnishes each pupil-teacher with Books, and gives him tuition free of charge, and, if he be not sent, and supported, by a District Municipal Council, aids him to the amount of a dollar per week towards the payment of his board.

HARMONIOUS WORKING OF THE UPPER CANADA BOARD OF EDUCATION.

The proceedings of the Upper Canada Board of Education have thus far been characterized by harmony, no less than by success, in the progress and completion of this preparatory part of their work. The gratitude of the Country is due to Gentlemen who have gratuitously devoted so much time and attention to the important task assigned to them.

DEATH OF BISHOP POWER—TRIBUTE TO HIS MEMORY.

One event, indeed, has occurred, over which the Members of our Provincial Board of Education has reason to mourn,—the decease of the Right Reverend Prelate, who, by his Colleagues, had been unanimously chosen as Chairman of the Board, and whose conduct, as Chairman, and

* The list of Names of those appointed Members of this Board of Education for Upper Canada, will be found on page 232 of the Sixth Volume of this Documentary History. The nature of the appointments to the Board, as originally proposed by Doctor Ryerson is referred to on page 78 of the "Ryerson Memorial Volume, 1844-1876."

† For certain preliminary details relating to the establishment of the Normal School for Upper Canada. See Chapter IX. of the Sixth Volume of this Documentary History.

‡ In regard to the Provincial Model Schools, see proceedings of the Provincial Board of Education on the 28th of September and 2nd of October. Chapter IX., page 95 of this Volume.

a Member of the Board, was marked by a punctuality, a courtesy, a fairness, a zeal and intelligence, which entitle his memory to the affectionate remembrance of his Colleagues, and the grateful esteem of every member of the community. At the last Board meeting, which Bishop Power ever attended, and which was the last held previous to my departure on my recent Western tour, I pleasantly remarked to him that I could regulate my watch, on Board meeting days, by his punctual attendance; and I cannot reflect upon the full and frequent conversations which I have had with him, on subjects of public instructions, and on the scrupulous regard which he ever manifested, for the views and rights and wishes of Protestants, without feelings of the deepest respect for his character and memory. I feel justified in availing myself of this occasion to refer thus to Doctor Power, the late Chairman of our Board, because I had not the opportunity of joining with the other Members of the Board in the Resolution, which they adopted on the occasion of his decease, and in their tribute of personal respect at his obsequies.*

PROSPECTS, AND ANTICIPATED SUCCESS, OF THE NORMAL SCHOOL FOR UPPER CANADA.

Of the extension and complete success of our Provincial Normal School I have not the shadow of doubt. The attendance may not be numerous during the first Session of the School, on account of the late period of the year in which the School was opened, and the engagements of many candidates as Teachers in Common Schools during the approaching winter; but, the importance of the Institution is widely and deeply felt; the prospective applications to me, during my recent tour through the western parts of Upper Canada, have been numerous; and several young men have already presented their application and testimonials for immediate admission to the advantages of the Normal School. The average attendance, at what was formerly the only Normal School for Scotland,—the Glasgow Training School,—during the first ten years of its existence, did not exceed twenty-six; the attendance at the great Normal School in Dublin was at first very thin during the first years of its existence; the Normal School at Albany, established in 1844, for the State of New York, whose population is two millions and a half, opened two years ago, with twenty-nine students, though the attendance there now exceeds two hundred. This present Institution will not be much exceeded by the one at Albany just referred to, in the number of students at the opening; and I venture to predict that their number will not be much less than one hundred before the close of the first year's operations. Indeed, in the Districts of Canada, west of Toronto, which I have visited during the last month, I have witnessed the most cordial and unanimous appreciation of the labours of the Board of Upper Canada in the establishment of a Normal School, and in recommending and providing for the introduction of the National Series or Text Books in the Schools.

It would be inappropriate for me to detain you with any remarks on the importance of Normal Schools, and especially after the full discussion of it in my printed "Report on Public Elementary Instruction in Upper Canada."[†] It only, therefore, remains for me to introduce to your notice Mr. T. J. Robertson, the Head Master, who will doubtless explain to you, both historically and practically, the methods and subjects of instruction to be pursued in this Institution; and Mr. Hind, the Mathematical Master, who will address you on the importance of the departments allotted to him in a system of Common School Education.

ADDRESS BY MR. THOMAS JAFFRAY ROBERTSON, HEAD MASTER OF THE NORMAL SCHOOL.

NOTE.—Except the report in the *British Colonist* (Mr. Scobie's newspaper), I have no other record of what Mr. Robertson said on this occasion. The following is the report, in the *British Colonist* of this part of the proceedings:

Doctor Ryerson having introduced the Head Master of the Normal School.

Mr. Robertson addressed the audience in a highly interesting and instructive Lecture, in which he gave a general and graphic sketch of the nature of the Establishment, for the training of School Teachers, to celebrate the opening of which they were then assembled. Mr. Robertson gave in his address, which was at once comprehensive and lucid, an exposition of what properly forms a system of Education, and occasionally glanced at the errors which mark the course pursued by many Teachers, both in the parlour and in the School Room. His positions were happily illustrated, and sustained by evidences which came under his own observation during the several years he was holding a high situation as Inspector of Schools, under the Board of Education in Ireland.

After a full exposition, which was given, by way of narrative, of the benefits which had accrued to Ireland by the establishment of the Normal and Auxiliary Model Schools, he expressed his strongest confidence that they would be not less felt and appreciated in Canada, and

*Page 95 of Chapter IX of this Volume.

[†]For this part of Doctor Ryerson's report on "Public Elementary Instruction in Upper Canada," see page 198-200 of the Sixth Volume of the Documentary History.

attended with equally beneficial results. Throughout his address Mr. Robertson displayed the accomplishments of the scholar, allied to "the practical," so necessary to success in the onerous task committed to his hands.*

"This Council records the expression of its deep regret at the decease, after a protracted illness, of Thomas Jaffray Robertson, Esquire, A.M., who has for nineteen years been the faithful and able Head Master of the Normal School for Upper Canada. During that time, Mr. Robertson, by his exemplary private life, affectionate assiduity and skill in teaching, and lectures and counsels to up-warde of four thousand students, who have been trained in the Normal School as Teachers, has largely contributed to improve and elevate the methods and character of School Teaching and Government throughout the Province." Mr. Robertson was buried in Saint James' Cemetery, Toronto.

ADDRESS OF MR. HENRY Y. HIND, MATHEMATICAL MASTER.

Mr. H. Y. Hind followed Mr. Robertson in an elaborate address, on the subjects of Natural Philosophy, Agricultural Chemistry, and Mathematics. The elegance of its style the easy, and attractive manner in which this Address was delivered, the deep research it showed, and the extensive knowledge evidenced by the Speaker,—and this, withal, with a plainness that commended itself to those who heard him,—were the theme of the general commendation which followed after the address was completed.† . . .

The Head Master then announced, that, in the morning, he would be in attendance at the Normal School, to meet and receive those who desired to enroll themselves as pupils.

CHAPTER XI.

MISCELLANEOUS PAPERS RELATING TO THE UPPER CANADA NORMAL SCHOOL.

The following remarks preceding a Programme of Lectures and Instruction in the Normal School were written by Doctor Ryerson and inserted in the *Journal of Education* for February, 1848. Up to that time this Programme had been tentative in its character, and was partially acted upon.

I. GENERAL REMARKS IN REGARD TO THE PROGRESS OF THE NORMAL SCHOOL.

The success thus far of the Provincial Normal School has exceeded the expectations of its founders. The number of Students already in January exceeding forty. Now there are fifty in attendance, and several applicants for admission have been advised to defer entering the School until the commencement of the second, or Summer, Session, of the Institution.

Arrangements have been completed for opening the Provincial Model School for Boys on the 21st February, 1848, when the Students in the Normal School will have the additional advantage of witnessing examples and engaging in exercises of practical teaching—thus reducing to practice the instructions which they receive in the exercises and lectures of the Normal School. A Music Master has been employed to teach the Normal School Students Hullah's System of Vocal Music.

II. PROGRAMME OF LECTURES IN THE NORMAL SCHOOL FOR UPPER CANADA, 1847.‡

In the meantime, the following are the programmes of the Lectures which have been delivered since the commencement of the Normal School by Mr. Robertson, the Head Master,

*Mr. Robertson was a native of Dublin. He was in the service of the Irish National Board of Education from 1832 until 1847. He was in the 62nd year of his age, when he died on the 28th of September, 1866. The Council of Public Instruction—formerly the Board of Education for Upper Canada—passed a sympathetic minute at the time of Mr. Robertson's death :—

† A copy of Mr. Hind's address will be found in the *British Colonist* of the 9th of November, 1847. In 1853, he retired from the Normal School, and became Lecturer in Chemistry in Trinity College, Toronto. He now resides in Windsor, Nova Scotia.

‡ It will be seen, from this the first Programme of the Course of Studies and Training in the Normal School for Upper Canada, that it partook largely of a literary character, of necessity, as the County Model Schools did not afford that literary training which, in these latter days, is given in the ordinary Public Schools. Still, although it is over fifty years since that Programme was prepared, it was, nevertheless, at the time, comprehensive in its scope

and by Mr. Hind, the Mathematical Master and Lecturer in Chemistry and Natural Philosophy. No person can reflect upon the course of instruction embraced in the following "Programme of Lectures" without being deeply impressed with the immense advantages which will be conferred upon Upper Canada by having its School Masters trained in the Provincial Normal School.

The Head Master devotes five hours per day, up to 3 o'clock, to Lectures, according to the following programme :—

Every morning, from 9 to 10 o'clock, on the Philosophy of Grammar ; Parsing.

Three days in a week, from 10 to 11 o'clock, on Geography ;—Mathematical, Physical and Political.

The other two days in the week, from 10 to 11 o'clock, on the Art of Reading.

Three days in a week, from 11 to 12 o'clock, on Linear Drawing.

The other two days in the week, from 11 to 12 o'clock, on Lessons on Reasoning.

Every day, from 12 to 1 o'clock, an extra hour is devoted to the instruction of the Junior Class in Grammar and Mathematical Geography.

Three days in a week, from 2 to $\frac{1}{4}$ 3 o'clock, to History.

Two days in the week, from 2 to $\frac{1}{4}$ 3 o'clock, to Trigonometry, with a view to Land Surveying occasionally to Method of Teaching the First Book of Lessons.

Saturday, from 9 to 10 $\frac{1}{2}$ o'clock, Repetition.

Miscellaneous Subjects :—Music.—Mode of Teaching Writing.—Writing for dictation, Exercises in Composition.—Orthography.—Derivations of Words.—Philosophy of Education.—Practice of Teaching.

Mr. Hind devotes four hours per day, in the afternoon and evening, to Lectures, besides preparing his Chemical experiments. His Lectures embrace the following subjects :—

Geometry ; Algebra ; Science and Practice of Arithmetic ; Electricity, (including Machine and Galvanic Electricity) ; Magnetism ; Heat ; Mechanics ; (Statics).

Agricultural Chemistry ; comprehending the nature of the Substances which enter into the Composition of Vegetables ; the sources from which those substances are derived ; the origin and composition of soils ; the conditions necessary for producing a luxuriant vegetation, et-cetera. (Continued.)

The following condensed Scheme affords an illustration of the time and subject of each Lecture, on the days mentioned :—

Mondays, Wednesdays, and Fridays.

2 to $\frac{1}{4}$ to 3 P.M.—Second Division, Geometry.

$\frac{1}{4}$ to 3 to 4 P.M.—First and Second Division, Science and Practice of Arithmetic.

6 to 7 P.M.—First and Second Division, Mechanics.

7 to 8 P.M.—First and Second Division, Agricultural Chemistry.

Tuesdays and Fridays.

2 to $\frac{1}{4}$ to 3 P.M.—Second Division, Algebra.

$\frac{1}{4}$ to 3 to 4 P.M.—First and Second Division, Geometry.

6 to 7 P.M.—First and Second Division, Algebra.

7 to 8 P.M.—Agricultural Chemistry.

Saturdays.— $\frac{1}{2}$ past 10 to 12 o'clock : Repetition.

III. VARIOUS LETTERS RELATING TO THE OPERATIONS OF THE PROVINCIAL NORMAL SCHOOL.

In a letter from Mr. Rintoul, dated the 23rd of July, 1847, he reports the care which had been taken to get certain apparatus for the Normal School. He said :—

I feel intense anxiety in the success of your operation, and have been constantly advising Mr. Robertson, your new Head Master and my successor, about his proceedings for you. We spent a day in purchasing what large Prints and Cabinets would likely be useful and appropriate in your Normal School. He goes to-morrow to London to purchase the Apparatus for it, and will there have the benefit of our Reverend Professor McGauley's counsel, as he passes through to the Continent.

Our Annual Report has been published. . . . You will see in it, that your Establishment has been referred to, and also your application to our Board, in regard to Text Books and a Head Master.

IV. VISIT OF LORD ELGIN TO THE NORMAL SCHOOL FOR UPPER CANADA, 1847.

During his stay in Toronto, in the month of October, Lord Elgin visited the Normal School. In a Letter, which I wrote to Doctor Ryerson on the 18th of October, 1847, as he was then on an Official Visit to the various Counties of Upper Canada, I said :—

We have just had a visit at the Normal School from His Excellency, Lord Elgin, accompanied by Lady Alice Lambton and the Mayor of the City. The Members present were Messieurs Joseph C. Morrison, Hugh Scobie and James S. Howard ; also Mr. Robertson, Mr. Hind and myself.

The Rooms were finished and panelled, and we have had all the Apparatus, Maps and all such affairs displayed in an effective manner. His Excellency expressed himself as highly pleased, and hoped that, when he next visited Toronto, the Model School would be in operation. He said that we had most beautiful grounds. * * *

Lord Elgin's remarks, on his visit here, indicated that he well understood what Normal Schools were, and ought to be. . . . He visited King's College University (and the Upper Canada College) on the 10th instant, in full academicals, as LL.D of Oxford University, and received Addresses and conferred Degrees, as Chancellor of the University. . . . I think that events point to the fact that the University people have made the most of their opportunity with His Excellency against the Macdonald University Bills,—of course not openly, but it is quite easy to trace the current of their feelings on the subject. There was, very properly, a good deal of "pomp and circumstance" displayed on the occasion of Lord Elgin's visit ; but I think that His Excellency is a keen observer of every action and of every body.*

V. LETTER FROM DOCTOR RYERSON TO THE BOARD OF NATIONAL EDUCATION IN IRELAND.

I desire to in form the Board of National Education for Ireland that Mr. Thomas J. Robertson, whom that Board had selected as Head Master of the Normal School for Upper Canada, arrived here in safety with his family in September, having fully and satisfactorily executed the orders which had been given by our Board for the purchase of Apparatus, Books, etcetera ; that our Normal School was opened, under very encouraging auspices, the 1st of November last—there being thirty Pupil-Teachers in attendance during the first term ; that Mr. Robertson has, in every respect, realized the hopes and expectations expressed to me, in your Letter of the 16th of June last, in regard to ability, energy, industry, attainment, and everything, indeed, that we could desire in the responsible situation which he occupies.

We feel ourselves under great obligations to the National Education Board of Commissioners for the excellent selection which they have made in the person of Mr. Robertson ; and I hope that he may long live to cultivate the wide and enlarging field of usefulness open before him. We propose to commence the Model School next month, having completed the necessary arrangements preparatory to it.

EGERTON RYERSON.

TORONTO, 18th December, 1847.

*In a Letter which I received from Doctor Ryerson, while at Montreal in July, 1847, he said : "At his own request, I had an interesting interview with Lord Elgin. He is exceedingly well versed on Systems of Education, and is a thoroughly practical man on the subject." (See reference to Lord Elgin on pages 80-83 of this Volume.)

CHAPTER XII.

SPECIAL REPORT ON THE OPERATIONS OF THE COMMON SCHOOL ACT OF 1846.

In carrying into operation the first Common School Act, framed by Doctor Ryerson, the Chief Superintendent of Education, in 1846, a good deal of curiosity was awakened, and many inquiries were made as to the spirit in which the provisions of that Act would be administered.

The Municipal Council of the Gore District, (now the County of Wentworth, etcetera), prepared and published an elaborate Report in opposition to the Act generally, and appealed to other District Councils to join it, in condemnation of various provisions of that Act. This Report, and the rejoinders to it, on the part of several District Councils will be given in the next Chapter (XIII.) of this Volume.

In the meantime, the Chief Superintendent of Education thought that it was very desirable, under these circumstances, to prepare, for the information of the Government, the Members of the Legislature, and the public generally, a full and detailed "Special Report" on the steps which had been taken to give effect to the principal provisions of the School Act of 1846,—the practical wisdom of which had been thus formally and officially challenged by an influential District Municipal Council and various individuals.

The Report was prepared by Doctor Ryerson in June, 1847, and submitted to the Legislature in July. As it was considered, at the time, important that the public should be fully informed on matters of such general interest, a large and special edition of the Report, in ordinary pamphlet form, was printed under the authority of the House of Assembly for wide circulation. For convenience of references the Report was divided into four parts, as follows:—

Part I.—Measures which have been adopted for the establishment of a Normal School for Upper Canada.

Part II.—Selection and Recommendation a series of Text Books for the use of Common Schools in Upper Canada.

Part III.—Measures employed to bring the present School Act of 1846 into general operation.

Part IV.—Opposition and objections to certain provisions of the Common School Act of 1846.

The following is a copy of this "Special Report"

PART I.—MEASURES WHICH HAVE BEEN ADOPTED FOR THE ESTABLISHMENT OF A NORMAL SCHOOL FOR UPPER CANADA.

For the information of His Excellency the Governor-General, and of the Legislature, (if deemed expedient,) I have the honour to make a Special Report of the measures which have been adopted for the establishment of a Normal School in Upper Canada, and for carrying into effect generally the Common School Act: 9th Victoria, Chapter XX.

By the third, fourth, and fifth Sections of the Statute of 1846, referred to, provision was made for the appointment of a Board of Education for Upper Canada, with power to establish a Normal School for the training of young men as Common School Teachers, and also with power to recommend suitable Text Books for the use of Common Schools in Upper Canada.

The Act of 1846, providing for the appointment of a Board of Education, became law on the 23rd of May, 1846; the Commission appointing the Board was issued on the first day of July following; and the first Meeting of the Board took place on the 21st day of the same month.*

1. THE APPOINTMENT OF HEAD MASTER OF THE NORMAL SCHOOL OF UPPER CANADA.

I laid before the Board of Education for Upper Canada at its first meeting some private correspondence relative to the character and qualifications of Mr. John Rintoul, A.M., who had had for twelve years the charge of the Model Schools, and the instruction of the Teachers in the practice of School Teaching in the Government Normal School, in Dublin, and whom I proposed as Head Master for the contemplated Normal School for Upper Canada.

2. The Board opened a correspondence with the Commissioners of National Education on the subject.†

3. The Commissioners recommended Mr. John Rintoul as particularly qualified for the situation offered, and expressed their willingness to forego his important services in Dublin, for the more important object of introducing their system of instruction into Canada. Mr. Rintoul accepted the appointment. The Board, being anxious to open the Normal School as early as the commencement of the current year, requested Mr. Rintoul to proceed to Canada in the autumn of last year; but the severe affliction of his Wife, in the opinion of her physicians, forbade him removing his family to Canada in the autumn. The Canadian Board then proposed to pay the expenses of Mr. Rintoul's passage to Canada and back to Dublin again, after the close of the Session of the Provincial Normal School; but the affliction referred to put it out of his power, consistently with the obligations of domestic duty to leave his family. The same cause has delayed Mr. Rintoul's departure for Canada, in April last, as previously arranged. Mr. Rintoul has repeatedly placed his appointment at the disposal of the Canadian Board of Education; but, the Board, desirous, if possible, of securing the services of a Gentleman of so large experience and acknowledged fitness, have thought it desirable to allow Mr. Rintoul until July to prepare for his departure for Canada; and, in the event of his not being able to leave at that time, the Board has requested the Commissioners of National Education in Ireland to select another person as Head Master of the Normal School for Upper Canada, so that the Institution may be opened before the middle of autumn.

NOTE.—Since the writing of this paragraph, an official Letter has been received from Mr. Rintoul, announcing the resignation of his connection with the National Commissioners and his intended departure for Canada in July, 1847. He was, however, not able to do so; so that the Irish National Board of Commissioners selected Mr. Thomas Jaffray Robertson to fill his place, as Head Master of the Normal School for Upper Canada.

2. PURCHASE OF APPARATUS AND BOOKS FOR THE PROVINCIAL NORMAL SCHOOL.

A Catalogue of the Apparatus required for Lectures in Chemistry and Natural Philosophy, together with the prices, having been procured from Mr. Rintoul and the Reverend J. W. McGauley, Professor of Natural Philosophy in the Dublin Normal School, and an estimate of the quantity and price of Text Books wanted, having been made, the Board of Education directed the sum of Four Hundred pounds (£400) Sterling to be placed at the disposal of Mr. Rintoul for the purpose of Apparatus and Books for the Provincial Normal School. Mr. Rintoul has acknowledged the receipt of the money, and the required Apparatus and Books will be brought out to Canada by his Successor, as Head Master.

3. CONDITIONS ON WHICH CANDIDATES WILL BE RECEIVED INTO THE NORMAL SCHOOL FOR U. C.

On this subject the Board of Education have adopted the following Regulations:—

1. In consequence of the inability of the Head Master to proceed to Canada, so as to open the Normal School in July next, the opening of the Institution be postponed until as early in Autumn as practicable.

* See Records of the Proceedings of this Provincial Board of Education of 1846 on pages 231-247 of the Sixth Volume of this Documentary History.

† *Ibid*, pages 235, 242-43.

‡ For reference to Mr. McGauley, see pages 119, 245 and 246 of the Fifth Volume of this Documentary History.

2. Every Candidate for admission into the School, in order to his being received, must comply with the following conditions :—(1) He must be at least 16 years of age. (2) He must produce a Certificate of good Moral Character signed by the Clergyman, or Minister, of the Religious Denomination, of which he is a member. (3) He must be able to read and write intelligibly, and be acquainted with the Simple Rules of Arithmetic. (4) He must declare, in writing, that he intends to devote himself to the profession of Teaching School, and that his object, in coming to the Normal School, is to qualify himself better for the important duties of that Profession (Other students, not candidates for School Teaching, will be admitted, without signing a document of their intention to become teachers, on paying the fees and dues to be prescribed.)

3. Upon the foregoing conditions, Candidates for School Teaching shall be admitted to all the advantages of the Normal School without any charge for Tuition, or for the Text Books they may be required to use in the School.

4. The Candidates for School Teaching in the Normal School shall board and lodge in the City, under such Regulations as shall, from time to time, be approved by this Board; and each pupil, (attending the School on his own account,) shall be allowed a sum, not exceeding five shillings per week, towards the expenses of his board.

5. The Candidates for School Teaching, selected by the District and City Municipal Councils, shall not be charged more than the amount paid for their board in the City.

6. That the foregoing Resolutions be transmitted by Circular to the District and City Councils, for their information and to the public through the newspapers. *

1. With a view of extending the advantages of the Normal School as widely as possible, the Board addressed a Circular letter to the Municipal Councils of Upper Canada, dated 4th August, 1846, suggesting that each Council select one, or more, young men by public competition, and support them at the Normal School. Several Municipal Councils have cordially responded to this Circular of the Board, and I doubt not but others will do the same, as soon as the Normal School shall have been brought into operation. A Copy of this Circular is given in the Appendix to this Report, marked Number 1.

(NOTE.—This Appendix is omitted, as the Circular itself will be found on pages 237, 238 of the Sixth Volume of this Documentary History.)

4. PREMISES FOR THE NORMAL SCHOOL OF UPPER CANADA.

At the first Meeting of the Board of Education, it was proposed to apply to the Government for permission to occupy the Government House and Premises of the late Province of Upper Canada, as the Building could be easily adapted for the purposes of a Normal School, the Grounds being spacious and beautiful; and a great saving would thereby be effected by converting, to such a purpose, Buildings, which were falling into decay, and Premises, which were useless to the Province. Some private correspondence, which had taken place between the Chief Superintendent of Schools and a leading Member of the Parliament, [the Honourable William H. Draper], † on the subject was laid before the Board and the Board readily concurred in the propriety of opening a Correspondence with the Government, with the view of obtaining the Premises in question. This Correspondence resulted in an order from His Excellency the Earl of Cathcart, Governor-General, to the Mayor of the City of Toronto, to put the Chief Superintendent of Schools for Upper Canada into possession of the Premises, for the use of a Provincial Normal School and Education Office. The intimation of this order was dated 17th September, 1846. The Board contracted forthwith for the thorough repair of the Buildings, which had been effected for little less than £550. I believe the selection of these premises will be fully justified by the test of experience. See page 241 and 245 of the Sixth Volume of this History.

PART II. SELECTION AND RECOMMENDATION OF TEXT-BOOKS FOR THE USE OF COMMON SCHOOLS IN UPPER CANADA.

One part of the duty of the Provincial Board of Education is “ To examine and recommend, or disapprove, of all Books, Plans, or Forms, which may be submitted to them with a view to their use in Schools; ” and I lost no time in laying before the Board specimens of the National School Books, and the advantageous terms on which, I believe, from personal conversations with the Commissioners in Dublin, these admirable Books could be obtained; as also permission to

*See Proceedings of the Board of Education for Upper Canada, page 96.

† See note * on page vii. of the Sixth Volume of this History.

reprint them in Upper Canada. An official communication was directed to be addressed on behalf of the Board to the commissioners of the National Education in Ireland, on the subject ; in reply to which, the Board received permission to reprint the National School Books in Upper Canada, and the offer, on the part of the Commissioners, to supply the Dublin Editions for Canadian Schools at cost prices,—nearly one hundred per cent. below the retail selling prices of these Books to the British public*.

2. The Canadian Board, feeling that their duty in this respect was one of great delicacy, as well as of great importance, resolved to proceed in a manner the least liable to objection from any quarter. There being no series of School Books published in Upper Canada, the Board thought it best not to interfere with any of the few isolated School Books which are published in the Province, either by way of recommendation, or disapproval ; but to recommend the complete and admirable series of Irish National School Books, and to adopt such measures, to carry their recommendation into effect, as would not at all affect the competition and fair profits of the Trade, while they would greatly promote the advantages of the public, and the best interests of our Common Schools, in regard to both the prices and character of School Books. The Board, in the first instance, advertised for Tenders for re-printing these Books, proposing to confine its own privilege of re-printing them to the publisher or publishers who would engage to print them in a style similar to the Dublin Editions at the lowest prices to the Public. Several tenders were sent in for re-printing single numbers of the Series, in the terms of which there was scarcely a shadow of difference ; but no Publishing House was willing to invest the Capital and assume the responsibility of re-printing the whole Series, at the reduced prices of the imported Editions. The Board, determined, at length, to extend its own privilege of re-printing the National Books to any Publisher in Canada, who might choose to avail himself of it, reserving merely the right of expressing its opinion, favourable, or otherwise, as to the correctness, or quality, of any re-prints of them.

3. The Board adopted a similar course with a view to facilitate and encourage the importation of the National School Books,—extending its recommendation to the National Commissioners in Dublin, in behalf of any person in Upper Canada, to be furnished with their Books at their proposed reduced prices, who would engage to sell them at the rate of not more than two pence currency for every penny sterling of the cost price. Several Canadian Booksellers have availed themselves of this offer of the Board ; and two Publishing Houses, in Toronto, have got the first Three Readers of the series stereotyped,—fac similes of the last Dublin Editions.†

4. Being satisfied, in my own mind, that furnishing each Municipal Council in Upper Canada with a complete set of the National School Books,—as specimens—would tend greatly to facilitate and promote their introduction into our Schools, I determined, if possible, to accomplish that object at my own expense. Accordingly I wrote to the Secretaries of the National Commissioners in Dublin, explaining the object I had in view, and requesting to be informed as to the lowest terms at which they would furnish me with twenty-three sets of their books for such a purpose. The National Commissioners, far exceeded my request and my expectations, by presenting me with twenty-five complete sets, not only of the Books published by them, but also of those sanctioned by them, and of their Annual Reports—each set consisting of more than fifty publications.

5. The following is an extract from the reply directed by the National Commissioners to my application, dated “Education Office, Dublin, 1st May, 1847 :—Having laid before the Commissioners of National Education your letter of the 22nd of March last, we are now to inform you that the Commissioners, appreciating your earnest and sincere desire to promote liberal Education in Upper Canada, and also, to facilitate the dissemination of the Irish National School Books in that Colony, have great pleasure in presenting you with twenty-five sets of the publications of this Board, for the important purpose stated in your gratifying Communication, free of any charge, except for freight, etcetera.

6. In addition, the Commissioners send, for your acceptance, twenty-five sets of School Books, not published, but sanctioned, by them, in the Irish National Schools ; and also a complete Series of the Annual Reports of the Commissioners, with School Registers, Daily Report Books, Class Rolls, etcetera, in lots of twenty-five each.

7. We enclose a list of the Books and Reports contained in the several parcels. The various packages have been made up in five chests, addressed to you at the Education Office, Toronto, and consigned to the Messieurs Elliott, Liverpool, to be shipped for Montreal. The freight and shipping charges will be paid by the Messieurs Elliott, and when we receive their account of the same it shall be forwarded to you.

*For Correspondence on this subject, see pages 235 and 242 of the Sixth Volume of this History

† *Ibid*, pages 245, 247.

III. MEANS EMPLOYED TO BRING THE PRESENT SCHOOL ACT OF 1846 INTO GENERAL OPERATION.

Having stated the measures which have been adopted, in order to establish a Provincial Normal School, and to introduce a uniform Series of suitable Text Books into the Common Schools, I will now briefly state the steps which have been taken to bring the general provisions of the Act of 1846 into operation :

2. Believing that one of the most serious obstacles to the progress of Common School Instruction in the Country was the ignorance, and, consequently, indifference, which existed as to its real state. I had prepared and got printed a Table of the Statistics of Common Schools in Upper Canada, since the commencement of the present system in 1841, bringing together, on one sheet, and into one view, all the Statistical Information which the Education Office and Statistical Returns in Upper Canada, since 1841, could furnish. A copy of this statistical paper was sent to each of the Municipal Councils, and to the Editor of each Newspaper in Upper Canada, besides many others, and it attracted considerable attention, as well it might,—shewing the comparative and deplorably backward state of Elementary Instruction in Upper Canada, at the same time that it exhibited the progress of Common Schools during the last few years. This Table of Statistics is given in the Appendix to this Report, marked Number Two.*

3. In the next place, I addressed a Circular to the Municipal Councils, explaining the leading principles on which the present School Law is founded ; the principal duties of District Councils, and the advantages arising from adopting property as the basis of supporting Common Schools. The District of Huron has nobly led the way in the application of this principle. The Circular referred to is marked Number Three in the Appendix.†

4. I then prepared a Book of Forms and Regulations for making Reports, and conducting all necessary proceedings under the Statute, including the Forms for District Municipal Councils, for District Superintendents of Schools, for School Trustees and Teachers, together with remarks on the several duties, and the Organization and Government of Common Schools, in regard to Religious Instruction. See Appendix Number Four‡.

5. In order that mistakes might be avoided in holding the First Annual School Meetings under the Act, I had triplicate Forms of Trustees' Notices of such meetings printed (with requisite directions on each) and sent them with the Book of Forms to the several District Superintendents of Schools for distribution to the Trustees of each School Section. No instance has come to my knowledge of any irregularity having been complained of in regard to the calling and constitution of a School Meeting where these printed blank notices were received—presenting a gratifying contrast to the disputes which have arisen from such irregularity in former years.

6. In transmitting the printed Statutes, Forms and Regulations, I addressed a Circular to District Superintendents of Schools, remarking on some points essential to the improvement of our Common Schools—the importance of introducing a uniform Series of Text Books in the Schools—the special objects of observation and inquiry in the Inspection of the Schools, and the spirit and manner in which the School Act of 1846 should be administered. This Circular will be found in the Appendix, marked Number Five.§

7. I was proceeding with a similar Circular to Trustees of Common Schools, when I found that the provisions of the Act in relation to the most important and difficult part of their duties so indefinite and defective, that I thought it better to defer any form of communication on the subject until this part of the Act should be amended. The School Bill as originally prepared and introduced into the Legislative Assembly, expressly defined the powers of Trustees, relative to imposing Rate Bills for the repairs of School Houses, Salaries of Teachers, etcetera. This clause of the Draft of Bill, as I prepared it, was opposed and lost in the House of Assembly, and no other provision was substituted in its place, so that Trustees have been not a little perplexed to know on whom, or on what principle, they are authorized to levy Rate Bills for the repairs of School House, etcetera.

*This Statistical Table, prepared by myself, is not appended to this Chapter, as it will be found in full on pages 252-253 of the Sixth Volume of this History.

†This Circular is not reprinted in this Volume, as it will be found on pages 260—265 of the Sixth Volume of this History.

‡This Book of Forms is not reprinted in this Volume, but the substance of it will be found in the Sixth Volume of this History, but not in a consecutive form. See pages 265-272, and pages 299-304 of that Volume.

§This Circular is not reprinted in this Volume. It will be found on page 265-270 of the Sixth Volume of this History.

8. Indefiniteness and obscurity, in so vital and practical a provision of the Act, has given rise to considerable dissatisfaction, and the defect is charged upon those who had sought to prevent it.

9. In order to secure uniformity and completeness in the Reports of Trustees and District Superintendents of Schools for the current year, I have had blank forms of Reports printed, and I shall distribute them before the close of the year.

10. I have some time since submitted the propriety of publishing a semi-monthly *Journal of Education*, devoted exclusively to that subject, also of making a personal visit in the course of the year to each District in Upper Canada, employing a day or two in free conference with the Superintendents, Visitors and other friends of popular Education in each District, on the present system of Public Instruction, and the best means of promoting its efficiency. But I have not as yet learned His Excellency's pleasure on either of these propositions.* (See a subsequent Chapter of this Volume in regard to an official visit to the various Districts.)

11. Such have been the means employed, in addition to the ordinary Correspondence of the Education Office, to carry the present School Act of 1846 into effect. It is, of course, impossible to state results in so short a time, as within less than six months after the general provisions of that Act have come into operation. But, were it consistent with the objects of this Report, I could adduce conclusive evidence of an improvement in the organization and prospects of Common Schools in several Districts.† Should the Act, with the Amendments of it, which have been submitted to the consideration of the Government, be allowed as fair a trial as the preceding Act. I have no doubt of results the most gratifying to every friend of Public Education.

PART IV. OPPOSITION AND OBJECTIONS TO THE COMMON SCHOOL ACT OF 1846.

It is not possible to pass a law regulating Schools, against which objections would not be made from some quarters, and the introduction of the best School law is necessarily attended with some inconvenience. When the Provincial Common School Acts of 1843 superseded the general one of 1841, so serious was the derangements of the whole School System of Upper Canada, that many of the provisions of the Act of 1843 could not be carried into effect during the first year of its existence; Trustees, in many instances, could not be elected, as required by the Act, the Chief Superintendent of Schools, by order of the Governor-in-Council, found it necessary to exercise an arbitrary discretion, in disposing of many cases brought before him, without regard to the requirements of the Act; no School Reports for 1843 were presented to the Education Office, in consequence of the passing of that Act, and, consequently, the data contemplated by the Act for apportioning and paying the Legislative School Grants for 1844, were wanting. Under such circumstances, there was much embarrassment and confusion, and, in some cases, serious loss to individuals.

2. It would not have been surprising, then, if some confusion had attended the transition from the late to the present School Act. But, I am not aware that such has been the case. The machinery of the new Act of 1846 has gone into operation, without occasioning any derangement of our School affairs.

3. When the School Law in the neighbouring State of New York was first established, many School districts, and even Counties, refused to act under it; but I know of no example of the kind in Upper Canada, notwithstanding the effort of a section of the public press to create such opposition at the time the Act was about to come into operation.‡

4. The dissatisfaction created at that time was not against the provisions of the School Act, but against what certain parties represented to be its provisions, before its general distribution; not against its operations, but against what certain parties represented would be its operations. However, the circulation of the Act itself, and its actual operations, have corrected most of the false impressions which had been produced by misrepresentations.

5. It has been found, that, so far from the Trustees having no power to employ a Teacher, without the permission of the Chief Superintendent, they have more power than had been conferred upon School Trustees by the former Act (of 1843), and can employ any qualified Teacher whom they please; that, so far from the Provincial Board of Education interfering in matters of conscience, between parents and children, and compelling parents to forego cheap, and buy dear, School Books, the Board has no authority of the kind, and has employed its best exertions to bring within the reach of all parents cheap, as well as good, Books; that, so far from the Chief Superintendent of Schools having authority to introduce what Text Books he

*For particulars in regard to these subjects, see pages 270-272 of the Sixth Volume of this History.

†In Chapter XIV are given the favourable opinions of some District Superintendents of School on the working of the Common School Act of 1846.

‡Subsequently the Town of Richmond refused to come under the operations of the School law, and was for many years deprived of the Legislative apportionment, in consequence.

pleases, into Schools, he has no authority whatever in respect to introducing Books ; and, so far from having power to employ and dismiss Teachers, at his pleasure, he has no power to employ a School Teacher at all, or even to give him a legal Certificate of Qualification ; that he has no power to interfere in the affairs of any School Section, unless appealed to by some party concerned ; that his decisions have, in no case, the authority of a Court of Law ; that both his power, and his duty, relate to seeing the conditions imposed by the Legislature fulfilled, in the expenditure of the Legislative School Grant ; that his power is much less than is given to similar officer in the neighboring State of New York, and is rather an accumulation of labour, and not an exercise of any arbitrary authority ; that every act of the Chief Superintendent of Schools is subject to the authority of a Government responsible to the Legislature of the Country.

6. EXCLUSION OF UNITED STATES TEXT BOOKS FROM OUR SCHOOLS OBJECTED TO.

But, while the Constitution of the Provincial Board of Education has been ostensibly objected to, I believe that the real objection is rather against that with which the Board has been identified, namely, the prohibition of United States School Books in our Common Schools. It seems to be supposed that, if there were no Board of Education to recommend Text Books to be used in Schools, there would be no exclusion of American Books from the Schools. The extent to which these Books have been introduced into our Schools during the last ten years is almost incredible. I believe that nearly one half of the Books used in our Schools are from the United States. I have been informed by a Gentleman, who had attended the Examination of a Common School, some months since, in the interior of the Home District, that out of twenty-seven different School Books in the School, twenty-five of them were American. These Books are recommended by their adaptation to Elementary Schools, by their style and cheapness, in comparison of School Books heretofore printed in Canada. Many persons have become concerned in the trade of these Books ; and many Teachers have acquired a partiality for them. Yet no one finds it convenient to come forth publicly and advocate the use of American Books in Canadian Schools. It is found more convenient to attack the supposed instrument of their exclusion. Hence the attacks upon the Board of Education for Upper Canada, and the Chief Superintendent of Schools, in respect to School Text Books. The fact, however, is that American School Books, unless permitted by the Board, are excluded by the 30th Section of the Statute of 1846 ; whereas, the Provincial Board of Education is constituted by the 3rd Section. In regard to the exclusion of American Books from our Schools, I have explained, as I have had opportunity, that it is not because they are foreign books simply, that they are excluded, although it is patriotic to use our own in preference to foreign publications ; but because they are, with very few exceptions, anti-British, in every sense of the word. They are unlike the School Books of any other enlightened people, so far as I have the means of knowing. The School Books of Germany, France and Great Britain contain nothing hostile to the institutions, or derogatory to the character, of any other nation. I know not of a single English School Book in which there is even an allusion to the United States not calculated to excite a feeling of respect for their inhabitants and government. It is not so with American School Books. With very few exceptions they abound with statements and allusions prejudicial to the institutions and character of the British Nation. It may be said that such statements and allusions are "few and far between," and exert no injurious influence upon the minds of children and their parents. But, surely, no School Book would be tolerated which should contain statements and allusions "few and far between" against the character and institutions of our Common Christianity. And why should books be authorized, or used in our Schools, inveighing against the character and institutions of our common Country ? And, as to the influence of such publications, I believe, though silent and unperceptible in its operations, it is more extensive and powerful than is generally supposed. I believe such School Books are one element of powerful influence against the established Government of the Country.

7. From facts, which have come to my knowledge, I believe it will be found, on inquiry, that in precisely those parts of Upper Canada where United States School Books had been used most extensively, there the spirit of the insurrection in 1837 and 1838, was most prevalent.*

* This significant statement of the evil effects of the use of the United States School Books in Upper Canada was abundantly verified by the facts, which were patent to those, like myself, who lived in the Province in the troublous times of 1837. I was then sixteen years of age, and, with other young fellows, took part, with them, in local "guard duty."

In an article on the character and influence of the old time American School Histories, in keeping alive the ill-feeling of Americans against the "Mother Land," which appears in the *Quarterly Review* of New York for January, 1900, Mr. Charles Welsh, the writer, gives numerous examples of this kind of falsified School "history," which kept alive, for so long, this hostile feeling against everything British. His quotation on the subject, from Mr. E. D. Mead, Editor of the *New England Magazine*, and from the "Report of the American Historical Association," on "the Study of History in Schools," and from other American authorities, are very interesting and striking. Want of space prevents me from giving a few examples, quoted by Mr. Welsh, of the morbidly hostile teaching of the American School Histories of,—not many years ago. See also reference to American School Books, in Section IX of Chapter XX, of this Volume.

8. The Section of the Act of 1846, excluding foreign School Books is, I have good reason to believe, the real cause of much of the hostility which has been manifested, in some quarters, against the authority of the Provincial Board of Education, an authority which is deemed necessary, in some form or other, in every Country in which a public system of Schools is established. Though impressed with the magnitude of the evil arising from the indiscriminate use of United States books in our Schools, I have thought it premature to recommend the enforcement of the Law excluding them, until a proper supply of equally cheap, if not cheaper books, recommended by the Board of Education, should be provided. This, I believe, will be done in the course of the current year; and I doubt not but all parties in the Legislature will agree in the propriety and expediency of using our own books in our own Schools.*

OBJECTION TO THE EXCLUSION OF ALIEN TEACHERS FROM OUR SCHOOLS.

9. Another ground of opposition, in some quarters, to the present School Act of 1846, is, the exclusion of Alien Teachers from our Schools. I think that less evil arises from the employment of American Teachers, than from the use of American School Books. Some unquestionable friends of British Government, and deeply interested in the cause of popular Education, represent that the clause of the Act, not allowing legal Certificates of Qualification as Teachers to Aliens, operates, in some places, injuriously to the interests of Common Schools, as Aliens are the best Teachers that can be procured in those places. The provision prohibiting the qualification of Aliens as Common School Teachers constituted the 37th Section of the School Act of 1843; but, as it did not take effect until 1846, it has been erroneously identified with the present Act, in contradistinction to the late Act (of 1843.) Trustees and Parents can employ Aliens, (or whom they please), having Certificates of Qualification as Teachers; but both the late and present School Act confine the expenditure of the School Fund to the remuneration of Teachers possessing legal Certificates of Qualification. Whatever may be thought of the wisdom, or expediency, of the clause in the School Acts restricting legal Certificates of Qualification to natural-born, or naturalized, British subjects, in the first instance, I believe the public sentiment is against its repeal, and in favour of having the youth of the Country taught by our own fellow-subjects, as well as out of our own School Books.

UNWISE RESTRICTION ON THE POWERS OF DISTRICT MUNICIPAL COUNCILS.

10. District Councils have experienced embarrassment and disappointment on finding their powers limited, as under the late Act of 1843, by the restrictive phrase "within the limits of their power of imposing taxes," in the Eighth Section, and a corresponding phrase in the Tenth Section in consequence of which, they have been unable to impose the requisite assessments for the erection of School Houses. These phrases having been introduced into the Bill, while it was before the Legislature, and referring to an Act, with the provisions of which I was unacquainted, I have no conception of their effects, until the latter part of last year, when I learned that District Municipal Councils could not impose assessments exceeding in all, for any one year, two pence in the pound. I have been informed that nearly fifty applications were made to one District Council at one Session, for assessments to aid in the erection of School Houses, when it was found that the Council had not the power of responding practically to such a gratifying and noble spirit on the part of the constituents. The dissatisfaction occasioned by this manifest defect in the School Act was as strong, as the disappointment experienced was bitter. I trust that it will be remedied during the present Session of the Legislature.

UNWISE RESTRICTIONS ON THE POWERS OF COMMON SCHOOL TRUSTEES.

11. A similar inconvenience has been felt by Trustees in attempting to effect the requisite repairs of School Houses, in consequence of their powers having been limited by the loss of the clause, to which I have referred in the former part of this Report. The School House is for the School Section at large and all the inhabitants of such Sections should be liable for its repairs as well as for its erection. I doubt not but that the defect of the Act, in this respect, will also be remedied during the present session of the Legislature.

THE QUESTION AS TO THE RIGHTS OF THE TEACHER IN REGARD TO HIS SALARY.

12. There is another clause, against which, I have been informed, more repugnance is felt than against any other provision of the Act: namely, the latter part of the fifth clause of the 27th Section, in the following words:—

And before such Trustees, or any one on their behalf, shall be entitled to receive from the District Superintendent their share of the Common School Fund, they should furnish him with a declaration

* For further reference to the question of American Text Books in our Schools, see pages 3, 250 and 270 of the Third, and pages 282-285 of the Sixth, Volume of this Documentary History.

from the Secretary-Treasurer that he has actually and *bonâ fide* received, and has in his possession for the payment of the Teacher a sum sufficient, with such allowance from the Common School Fund, for the purposes aforesaid ;”

That is, that the Trustees have paid the Teacher what they had agreed to pay him, in addition to the amount due from the School Fund, up to the time of their giving him an order upon the District Superintendent of Schools. If the Trustees have agreed to pay him at the rate of five, ten, or more, pounds per quarter or half-yearly, in addition to their share of the School Fund, it is required that they should pay him, or have in hand to pay him, that sum of five, ten, or more pounds, as the case may be, in order to be entitled to their share of the School Fund. The object of the clause is to secure to the Teacher the punctual payment of one part of his Salary, as well as the other, whether that part be little or much, as may be agreed on between him and his Trustee employers. At the same time, such an obligation will furnish Trustees with an additional argument, as well as inducement, to insist upon the payment by parents of children attending the School, the several small amounts which they have subscribed, or for which they may have been rated.

THE QUESTION AS TO THE COMPARATIVE POVERTY OF THE TEACHER, OR THE PARENT.

13. The only objection, of which I am aware, against such a requirement by the Legislature, as a condition of paying its bounty is, that parents are not able to pay the Teacher's quarterly fees. But is not each parent more able, and, is it not more reasonable, that he should be required to pay the few shillings quarterly due from him to the Teacher, than that the poor Teacher should be deprived of the punctual payment of the aggregate amount of School Fees due to him? In addition to the claims of justice, upon the ground of labour performed, the argument of need is much stronger on the side of the Teacher than it is on that of his employers.

14. It is very natural, of course, that a clause of the Act strongly providing for the punctual payment of small debts, should be unpopular with persons reluctant to pay those debts ; but that, surely, is no valid reason, or argument, for a poor man being left at the pleasure of such debtors, and long denied the small fruits of his hard labour. Men of business know that frequent and punctual payments are, as a general rule, the easiest payments ; and, those who would do to a Teacher, as they would be done by, will be anxious that he should have security for the punctual payment of his means of subsistence ; while those, who wish to retain themselves what is due to the Teacher, ought to be compelled to pay him. Should Trustees, in any case, resort to prevarication, in respect to this clause of the Act, such an evil can be but partial, and will soon cure itself, as it will recoil upon its authors. My strong conviction is that this least popular clause of the Act, though attended with some opposition, and perhaps inconvenience in some cases, on its first introduction,—will ultimately, if allowed to remain, prove a great boon to Teachers, a great help to Trustees, and a great benefit to Common Schools.

HAS THE STATE THE RIGHT OF TO INSTITUTE A SYSTEM OF COMPULSORY EDUCATION ?

15. Some attempts have been made to excite opposition to the Act of 1846, by representing the system as compulsory, and that education should be left to voluntary effort on the part of parents.

16. The duty of the State to provide for the education of its population has been admitted and avowed by every Constitutional Government of Christendom, as well Republican, as Monarchical ; and I do not think the Government and Legislature of Canada will abandon their duty in this respect, with a view to gratify the selfishness of some wealthy individuals or the ultraism of certain partizans. But our system of Schools is not compulsory in the sense in which that term is applied to despotic Governments. The vote of the Parliamentary Grant is the voluntary act of the people, through their Legislative Representatives ; the reception of a part of that Grant, and the levying of an assessment to meet it, is the voluntary act of the people in each Municipal District, through their Council-Representatives ; the reception of a part of the School Fund by any School Section, and the levying of a Rate Bill, is the voluntary act of the people in such Section through their Trustee-Representatives ; in addition to which, the present Act does not require Trustees to levy a Rate Bill at all, but authorizes them to adopt voluntary subscription, if they prefer it, and then enables them to collect the amount of each voluntary subscription, as promptly, and in the same manner, as if it had been imposed by Rate Bill.

DOES THE ACT OF 1846 GIVE THE CLERICAL SCHOOL VISITORS SUFFICIENT POWER ?

17. An objection has been made from another quarter, that the School Act of 1846 does not give to the Clergy sufficient power, as School Visitors.* I know not what greater power

*The provisions of the Act of 1846, in regard to School Visitors, will be found on page 64 of the Sixth Volume of this History. See also page 209 of that Volume.

could be given to the Clergy, without endangering, if not, destroying the School System ; and I believe that any Clergyman, who diligently and judiciously exercises the power given him by the Act, will find himself able to do much good. If any Clergyman will not avail himself of the facilities, which the Act affords him, of encouraging and influencing the Education of Canadian Youth, because it does not give him a positive control in the Schools, which cannot be severed from their Trustee, local supervision and Provincial management, it is to be hoped that few will imitate his example, but that all will take into consideration the social condition and circumstances of the Country, and contribute their pious and appropriate exertions to advance its general and educational welfare.

SUMMARY OF CAUSES OF OPPOSITIONS TO THE SCHOOL ACT OF 1846.

18. Such are the principal objections which I have heard urged against the present Common School Act of 1846. Some of them, it will be seen, arise from opposition to any Public School System whatever ; others are founded upon misapprehensions produced by misrepresentations ; others again relate to portions of the Act, which, it is to be hoped, will soon be amended, while others proceed from foreign predilections, and not from any thing unusual in the provisions of the Act. With some provisions for the better Establishment and Maintenance of Common Schools in Cities and Towns, and the amendment of certain clauses of the present Statute of 1846, I think action, rather than legislation, is required to promote the instruction of the rising generation ; that the law should not be changed without a trial ; that improvements, as occasion may require, rather than revolutions, should be made in the School System ; that experience is a safer guide than speculation, in this most important department of legislation and government. I think the foundation laid ought not to be subverted, or shaken ; the erection and completion of the superstructure must be the work of time, as well as of persevering industry.

19. In reporting the means employed to bring the various provisions of the New School Act into operation, I have thought it proper thus to notice the chief objections, which have been made against some of its provisions, and the grounds of such objections. From the increased interest, which is felt and manifested in most parts of the Province in the subject of public Education, from the obvious improvement, which is reported as progressing in the organization and management of the Schools in several Districts, and from the decline of party feeling and the cultivation and growth of practical and intelligent sentiments among the people, I hope to be able, in subsequent Reports, to present some substantial fruits of the exertions of the Legislature and Government, in promoting this most vital and general interest of our Common Country.

EGERTON RYERSON.

TORONTO, 24th of June, 1847.

CHAPTER XIII.

CONFLICTING MUNICIPAL OPINIONS IN REGARD TO THE COMMON SCHOOL ACT OF 1846.

The Chief Superintendent of Education, in his Special Report, given in the preceding (XIIth) Chapter, has pointed out, and generalized, a number of (what may be considered as more, or less,) popular objections to the Common School Act of 1846,—the first one which he had drafted, after his appointment to office in 1844.

In this Chapter, I propose to group together opinions, or utterances, of some of the more influential of the District Municipal Councils, on the subject of the School Act of 1846,—notably, that of the Gore District, (now the County of Wentworth,) and of the Colborne District, (now the County of Peterboro'.) These Councils took opposite sides very decidedly on this question, and in regard to the necessity for further school legislation,—the Gore District Council

maintaining, in its Memorial to the Legislature, that, "in the present circumstances of the country" they "do not hope to provide" any other kind of Teachers than "those, whose physical disabilities, from age, render [that calling] the only one suited to their decaying energies," etcetera. The Colborne Council took very strong ground against such opinions, and such Teachers; and it spoke with no uncertain voice, of "the blighting effects of employing men, as School Teachers, who are, neither in manners, nor in intellectual endowments, much above the lowest menials."

Most of the other District Councils, to which the Gore District Memorial was sent, either regarded it as embodying an extreme view of the case, or gave it a sort of quasi endorsement, without going into particulars.

Among those who took the hostile side on the question of the working of the Common School Act of 1846 was Mr. Henry S. Reid, Warden of the Newcastle District, (now the County of Northumberland.) His Circular and the District Council's proceedings on the subject are given in this Chapter,—illustrating, as they do, with the proceedings of other District Councils what was the tone and temper of the Common School discussions of that day.

Although this District Council discussion on the merits of the School Act of 1846 was commenced in 1847, it was not closed until early in 1848. I have, nevertheless, thought, that it was very desirable to group together in this Chapter the substance of the Reports of these Councils, as they thus embody, at one view the opinions prevalent more than fifty years ago, of a more, or less, enlightened class of the community in the rural parts of Upper Canada, on the subjects of the defects, or needs, of the Common School System, then in operation.

I. MEMORIAL TO THE LEGISLATURE OF THE GORE DISTRICT COUNCIL AGAINST THE COMMON SCHOOL ACT OF 1846.

TO THE HONOURABLE THE LEGISLATIVE ASSEMBLY, IN PROVINCIAL PARLIAMENT ASSEMBLED :

The Memorial of the Gore District Municipal Council :

Respectfully sheweth :

That, from the great dissatisfaction manifested throughout this District with the new School Act of 1846, and feeling deeply sensible of the importance of a system of Elementary Instruction suited to the wants of the people, Your Memorialists are induced to bring the subject under the notice of Your Honourable Body, with a view to obtain, by legislative enactment, such modification of the said Act, as will simplify its provisions and render it less expensive in its operations, or otherwise, the substitution for it of the Act repealed by the Act of 1843, *i.e.*, that of 1841 :—4th and 5th Victoria, Chapter XVIII, with such amendments, as will, in conformity with the Municipality Act, secure these results.

SCHOOL ACT OF 1846, UNWIELDY AND COMPLICATED, AND TRUSTEES DUTIES ONEROUS.

2. Your Memorialists believe, that the School Act of 1846 is too unwieldy and complicated in its machinery to be worked successfully by the parties empowered to carry out, and to enforce its provisions; and that the moneys required to pay the Provincial and District Superintendents, as well as those taken from the School Fund for the Establishment and Support of Normal and Model Schools, are little less than waste of so much of the Legislative Grant, or other funds raised for the support of Common Schools, which may be applied to these purposes.

3. With reference to the working of the Act of 1846, it may be remarked, that the duties imposed upon School Trustees are of too onerous a nature, to indulge a hope that they will be

efficiently, if at all, performed in the rural School Sections ; and, indeed, when it is seen by the Forms and Regulations, in the Chief Superintendent's Special Report on a Normal School, etcetera,* that about ten different forms, with numerous explanations of the same, are found necessary for the guidance of this class of Officers, in the least important part of their functions, it is obvious that too much time, trouble, and careful application are exacted, when the whole of their duties are taken into consideration.

4. Your Memorialists would also beg leave to represent that the sums required to pay a Provincial Superintendent, as before stated ;—a Clerk and the contingencies of his Office, amounting, as is supposed, to some Eight or Nine Hundred pounds (£900.) as well as those paid to twenty District Superintendents of Schools, which will, if all are paid in proportion to that Officer in this District, amount to Three Thousand pounds (£3,000) more, making the whole fall little short of Four Thousand pounds (£4,000) per annum, would, in the opinion of your Memorialists, be more profitably employed in the payment of Common School Teachers.

A NORMAL SCHOOL, WITH MODEL SCHOOLS, NOT NECESSARY IN THIS YOUNG COUNTRY.

5. With reference to a Normal School, containing one, or more, Elementary Model Schools, established by the Fifth Section of the School Act of 1846, Your Memorialists find, that the sum of Fifteen Hundred pounds (£1,500.) are appropriated to procuring and furnishing the necessary Building, and a like sum for the payment of Teachers' salaries, and other contingent expenses ; besides which, it is stated by the Chief Superintendent, in the Special Report already alluded to, that "the experience of other Countries, similarly situated to ours, sufficiently shows how much the current expenses of such an Establishment must exceed the sum granted to aid in defraying them,"—thus showing, that the large sum of Three Thousand pounds (£3,000.) are taken from the Common School Funds for the current year, and the sum of Fifteen Hundred pounds, (£1,500.) with as much more as the current expenses will exceed the latter amount, will be required, annually thereafter, for the maintenance of this department of tuition, without, as Your Memorialists most seriously believe, any benefit being derived by the community from an outlay of such magnitude.

NORMAL AND MODEL SCHOOLS are "ALTOGETHER UNSUITED TO A COUNTRY LIKE UPPER CANADA."

6. With respect to the necessity of establishing a Normal, with Elementary Model Schools, in this Province, Your Memorialists are of opinion, that, however well adapted such an Institution might be to the wants of the old and densely populated Countries of Europe, where services in almost every vocation will scarcely yield the common necessities of life, they are, (so far as this object expected to be gained, is concerned) altogether unsuited to a Country like Upper Canada, where a young man of such excellent character, as a candidate is required to be, by the National Board of Education in Ireland, to enter a Normal School, (page 56 of the Special Report,) and having the advantage of a good education besides, need only turn to the right hand, or to the left, to make his services much more agreeable and profitable to himself, than in the drudgery of a Common School, at a salary of Twenty-nine Pounds (£29) per annum, which is the average amount paid School Teachers in Upper Canada for the year 1845, as set forth in Appendix Number 2, to the Special Report, nor do Your Memorialists hope to provide qualified Teachers by any other means, in the present circumstances of the Country, than by securing, as heretofore, the services of those, whose Physical Disabilities, from age, render this mode of obtaining a livelihood the only one suited to their Decaying Energies, or by employing such of the newly arrived Emigrants, as are qualified, for Common School Teachers, year by year as they come amongst us, and who will adopt this as a means of temporary support, until their character and abilities are known, and turned to better account for themselves.

THE OLD COMMON SCHOOL ACTS OF 1816, 1820 AND 1824 PREFERRED TO THAT OF 1846.

7. Your Memorialists, having now had the experience of the working of several Common School Acts of 1841 and 1843, are of opinion, that, notwithstanding, the absence of all Legislative provision, the Acts repealed by the School Act of 1841, 4th and 5th Victoria, Chapter XVIII., operated more efficiently, and gave more general satisfaction than any since substituted for them, and Your Memorialists believe that the same might be restored, with such amendments as will make the District Councils Boards of Education, with full power to tax for School purposes—continuing the Legislative grant—transferring the duties performed by the District Superintendent of Schools to the District Clerks, and making such other amendments, as may be found necessary to carry out these, and such other alterations, as will be required by

* Printed, in part, in the preceding Chapter of this Volume.

*The repealed School Act were those passed in the years 1816, 1820 and 1824, see pages 102, 172 and 197 of the First Volume of this Documentary History.

the Municipal Act ; by this means, a saving will be made, for the benefit of the Common School Fund of about Six Thousand pounds (£6,000,) per annum, and the object obtained of giving to the people a School Act, simple in its provisions, cheap in its management, and well understood in its operations.

8. Your Memorialists would, therefore, pray, that Your Honourable Body would be graciously pleased to take the premises into consideration, and adopt such mode of relief, as to Your Honourable Body may seem fit ; and your Memorialists, as in duty bound, will ever pray.

JAMES LITTLE, Chairman.

HAMILTON, 10th November, 1847.

JOHN WHITE,

FRANCIS CAMERON, Councillors.

II. REJOINDER TO THIS MEMORIAL BY THE COLBORNE DISTRICT COUNCIL.

A copy of the Gore District Memorial, having been sent to the other District Municipal Councils in Upper Canada for their concurrence, the Colborne District Council referred it, for report thereon, to its Standing Committee on Education. That Committee brought in the following Report on the subject, which was unanimously agreed to by the Council, and a copy of it sent to the Gore District Council :

The Standing Committee on Common Schools, to whom was referred the Memorial, dated the 10th of last November, of the Municipal Council of the Gore District, to the Legislative Assembly, on the subject, of Common Schools and the Common School Act of 1846, beg leave to Report on that Memorial, as follows :—

1. That your Committee have maturely considered the objects contemplated in the Memorial of the Municipal Council of the Gore District, and the reasons offered therein, for the alterations in the present School Law of 1846, as desired by the Memorialists, are of opinion, that it is not expedient that your Honourable Council should commit itself to the course recommended by the Memorialists ; namely, to co-operate with the other District Councils throughout the Province, in endeavouring to procure the repeal of the existing School Act of 1846, and the revival of the Acts repealed by the Act of 1841, 4th and 5th Victoria, Chapter XVIII (*i.e.* those of 1816, 1820 and 1824).

THE OLD REPEALED COMMON SCHOOL ACTS OF 1816, 1820 AND 1824, ENTIRELY INAPPLICABLE TO THE CIRCUMSTANCES OF THIS PROVINCE.

2. Your Committee beg leave respectfully to add, that they conceive the provisions of the Acts proposed to be revived, so inapplicable to the present circumstances of this Province, the powers conferred by them so inadequate, and the means they provide as agents, or instruments, for carrying on the great work of Popular Education in this Country, so disproportioned to the results expected, and needed by the people, that the amendments which must be either now introduced into them, or which a very short practical experience of their working would show to be indispensable, would produce a mass of legislation much more “unwieldly and complicated” than the law, for which it is proposed to substitute them.

SIMPLE AND CHEAP ENACTMENTS NOT TO BE PREFERRED TO NECESSARY AND ESSENTIAL ONES.

3. However desirable it may be to have simple and cheap enactments, for the conduct and support of Common Schools, it is much more essential, that these enactments should also be efficient ; and that they should so provide for the control and expenditure of the public money, the supervision of the Schools, and, above all, for the adequate supply of competent and well-trained Teachers, so that the rising generation of Upper Canada may be prepared, at least, to make some near approach to that place in the social scale, which their more intelligent, because better educated, Neighbours, now threaten to monopolize. That the youth of the rural Districts of this fine Province are much behind the age, and that this inferiority is solely owing to the defective system of Public Instruction, with which the people have been urged to remain content, are mournful facts, which no one can deny, and which read but a sorry comment on the old laws, which the Gore District Memorialists propose to revive.

EXPENDITURE FOR NORMAL AND MODEL SCHOOLS IS MONEY WELL-SPENT.

4. That "the moneys required to pay for the establishment and support of Normal and Model Schools are little less than a waste of so much of the Legislative grant," is an opinion of the Gore District Council, in which your Committee are, so far from concurring, that they believe it is from these sources must mainly arise the instrumentality through which the friends of Education can alone hope for the first considerable amelioration of the evils they lament ; and they can only regret, that the great benefits which, they anticipate from these Institutions, must necessarily be tardy in their operation. Nor can your Committee reconcile it, either with their just expectations, or their sense of duty, to rest satisfied, as does the Gore District Council, with the services of those "whose Physical Disabilities from age" and "Decaying Energies" "render them unfit ; or of those "newly arrived Emigrants" whose "unknown character and abilities" render them unable to procure a livelihood by any other means than by becoming the preceptors of our children ; the dictators of their sentiments and manners ; the guardians of their virtue ; and, in a high degree, the masters of their future destinies in this world and the next.

DISSATISFACTION WITH THE SCHOOL ACT OF 1846, CHIEFLY LIMITED TO THE GORE DISTRICT.

5. Your Committee are of opinion, from the best information they have been able to collect, that "the dissatisfaction manifested throughout the Gore District with the new School Act," is far from being general in other parts of the Province ; and that, on the contrary, as the existing law becomes better understood, as the difficulties, in most cases imaginary, which at first interfered with the proper discharge of the duties of School Trustees, are explained, or dispelled ; as an enlightened public opinion shall gradually be brought to bear on the parts assigned to School Visitors and District Superintendents, impelling them to a more vigorous and effective discharge of the important trusts confided to them ; as the Normal and Model Schools begin to yield their legitimate fruits ; and as the blighting effects of employing men, as School Teachers, who are, neither in manners, nor in intellectual endowments, much above the lowest menials, shall press less and less heavily upon the mental and moral habitudes of the rising generation, the great benefits to be derived from the present Common School Act, and its immense superiority over all former School laws of Upper Canada, will become more and more confessed and appreciated. Already, that public apathy, which is the deadliest enemy to improvement, is slowly yielding to the necessity imposed by the present School Law upon Trustees and others, of acquiring extended information ; of entering, with a deeper interest, into all matters connected with Common Schools ; and of joining with School Visitors, Superintendents and Municipal Councillors in a more active and vigilant oversight of them.

THE PROSPECTIVE FUTURE FULL OF HOPE FOR OUR SCHOOLS.

6. It should not be considered a too sanguine expectation to look confidently forward to a period, not very distant, when the admirable machinery of the present law ; its active and zealous Chief Superintendent ; its Normal and Model Schools ; its District and Township School Libraries ; its Visitors and Trustees, shall begin to produce in Upper Canada, the mighty intellectual and moral reformation which similar institutions have already effected in other lands ; but, it is quite too much to expect, that, in an existence of little more than one year, with many of its most important agencies yet in embryo, and others totally inoperative, in the face of prejudices ; against much ignorant, and some wilful, opposition, amongst a population in many places as unprepared to comprehend, as to accept, its advantages,—that under such circumstances, it could already have produced results at all commensurate with the pecuniary expense of its first introduction.

THE IMPORTANT AGENCY OF THE JOURNAL OF EDUCATION FOR DIFFUSING INFORMATION.

7. That which, it is believed, will prove a most material and beneficial adjunct to the present School Law, in disseminating useful information, and fostering a just appreciation of its more minute and detailed arrangements,—is the "*Journal of Education for Upper Canada*,"—which has made its appearance only during the present Month ; when it shall have secured the patronage and attentive perusal of every Officer concerned in the administration of School affairs, but little, it is hoped, will be heard of the difficulty of carrying out the provisions of the present School Law.

EVILS OF INCESSANT CHANGES IN THE SCHOOL LAW.

8. The recollection of the incalculable evil of perpetuating incessant changes in the School Laws of the Province, changes which were as loudly clamoured for during the operation of the

Laws recommended to be revived by the Gore District Memorialists as of any subsequent enactments, has concurred with the foregoing considerations, in determining us to recommend no fundamental alterations in the existing Law.

THE SUCCESS, OR FAILURE, OF LOCAL AGENCIES RESPONSIBLE FOR SUCCESS, OR FAILURE,
OF THE LAW.

9. Your Committee, during the examination of this momentous question, have been deeply impressed by the conviction, that most, if not all, of the defects complained of, are chargeable, not so much upon the Law, as upon the local administration of it, and this applies peculiarly to the office of District Superintendent; the vigorous and faithful discharge of the duties of this Officer, cannot, in the estimation of your Committee, be too vigorously insisted on. In the course of his visits to the Schools, and his intercourse with Teachers, Trustees, and Visitors, he has it in his power, far above any other individual connected with local School management, to give a tone to public sentiment; to stimulate Teachers and pupils to a more earnest and diligent application in the discharge of duty in their respective spheres; to exalt the standard of popular Education; to originate and procure the adoption of plans for improving the internal structure and regulation of Schools; to allay dissensions; to inculcate sound morality;—in short, to enlighten, invigorate and control nearly all the subordinate agencies employed in the wide range of the present Common School System. The School Superintendent who does less than this, comes short of the just expectations of the framers of the Law, and fails to contribute his share to produce the satisfactory and beneficial working of it. When the public voice shall unite with his own awakened sense of duty, to impel this Officer to be present at, and take an active part in every public quarterly examination of every School in each District, then, and not till then, may we hope to see the present School Law equal to the exigence it was intended to meet.

10. In a Measure, so comprehensive as the present Common School Act, involving such vital interests, it was scarcely possible that no defect should appear to exist in it, or that no changes should seem desirable, when its practical details were brought to the test of a widely diversified experience; and some suggestions, chiefly regarding the duties and accountability of District Superintendents of Schools, will be offered for the consideration of the Council, in a Report which your Committee will be called on to offer on the printed Circular of the Chief Superintendent of Education, dated Toronto, the 14th of January, 1848. Your Committee are of opinion, that, in the power to appoint and remove at pleasure, and fix the salary of the District Superintendents of Schools, District Councils have as much controul over this Officer, as it is expedient they should possess, with the exception of the financial department of his duties. All which is respectfully submitted.

PETERBORO, 8th of February, 1848.

THOMAS BENSON, Chairman.

III. THE NEWCASTLE DISTRICT COUNCIL ON THE COMMON SCHOOL
ACT OF 1846.

In May, 1847, the Newcastle District Council, through Mr. Henry S. Reid, its Warden, took active steps, as in the case of the Gore District Council, to influence the other District Councils in Upper Canada, against the Common School Act of 1846. With that view it passed the following Resolution:—

Resolved, That the Warden be requested to communicate with the Wardens of other Districts upon the propriety of introducing to the notice of the Legislature the great difficulties experienced in carrying out the provisions of the new Common School Act of 1846, and to invite them to unite, in obtaining the entire abolition of that Act, or material alterations therein.

In the terms of the foregoing Resolution, Mr. Reid, the Warden, issued the following Circular:—

To the Wardens and Councillors of the Various Districts in Upper Canada:—

By a Resolution, passed at the last sitting in May, of the Municipal Council of this District, I am requested to communicate with the Wardens of other Districts, upon the propriety of introducing, to the notice of the Legislature, the great difficulties experienced in carrying out the provisions of the new School Act of 1846, and to invite them to unite in obtaining the entire abolition of that Act, or material alterations therein—

2. There appears throughout this District, to be a general feeling of dissatisfaction with the Act, owing in a great measure to the complicated machinery required to carry out its provisions, as well as from so large a portion of the Public funds being appropriated to pay Superintendents, etcetera—

3. The duties of Trustees also are of too troublesome and intricate a nature to be performed by the class of persons, who must, in general, be called upon to fill that office, particularly in the remote and newly settled Townships—

4. The Council, too, have experienced many difficulties in carrying out the provisions of the different School Acts of 1841 and 1843, which have been successively in operation, for the last five years ; and the one, now in force, appears to be, in this respect, nearly as defective as those, that have preceded it, more particularly, with reference to the want of any power to enforce the payment of any tax for the erection of School Houses—

5. It would appear, that a much more simple method might be adopted by constituting each District Council a Board of Education, abolishing all Superintendents, both Provincial and District, and requiring the District Clerks to make out such returns, as may be required by the Government, and leaving the inhabitants to appoint their School Trustees, who shall make arrangements with the Masters for salary, etcetera.

6. The Council of the Newcastle District will hold its next meeting, the first Monday in November, 1847, by which time, I should wish to be favoured with your views, and that of the Council over which you preside, on the subject of this Communication.

DARLINGTON, 27th of September, 1847.

HENRY S. REID, Warden of Newcastle.

THE CHIEF SUPERINTENDENT TO THE WARDEN OF THE NEWCASTLE DISTRICT.

The statements made by the Warden of the Newcastle District Council, in the foregoing Circular, on the subject of the School Act of 1846, were thus corrected in a Letter to the Warden, by the Chief Superintendent of Education :—

I send herewith to the Council of the Newcastle District several copies of a “ Report on a System of Public Instruction for Upper Canada ” and also of a “ Special Report on the Normal School,” etcetera, and copies of the Annual School Reports for the years 1845 and 1846.

These two last Reports will show the entire incorrectness of a statement contained in a late Circular Letter, signed by you, and addressed to the Wardens of Districts, stating that the School Fund is seriously affected by the expenses of the Provincial Education Office. The School law is so framed, that no part of the School Fund can be applied, as you state, towards the payment of Salaries, or office expenses of any description. They must be paid from other sources ; and the accompanying Annual School Reports will show that every farthing of the School Fund is applied towards the salaries of the Common School Teachers, and that the management of the Common School System is conducted without any charges whatever to the School Fund. . . .

TORONTO, 2nd of November, 1847.

EGERTON RYERSON.

PROCEEDINGS OF THE NEWCASTLE DISTRICT COUNCIL ON THE MATTER.

At a Meeting of the Council of the Newcastle District, held on the 8th of February, 1848, the Warden addressed the Council as follows :—

THE GORE AND WESTERN DISTRICT COUNCILS AGREE WITH THAT OF NEWCASTLE.

I have received a Letter from the Warden of the Gore District on the subject of the School Act of 1846 ; and it is gratifying to find, that, in one of the largest and most populous Districts in the Province, the Council should coincide so closely in opinion with yourselves, in regard to the many objections to be had to the present School Act of 1846.

And you will, I am sure, further agree with them to petition the Legislature, to make such modifications in said Act, as may reduce its expenses, simplify its operations, and give more general satisfaction throughout the District.

From the letter of the Warden of the Western District, it would appear, that the Council of that section of the Province also supports us in the view, which we have taken of the Act.

THE NIAGARA DISTRICT COUNCIL CORRECTS A FINANCIAL MISSTATEMENT OF MR. REID.

I have also received a communication from the Clerk of the Niagara District Council, stating that that Body do not consider it advisable to apply for any alteration in the Act. The Committee of that Council, to whom our Circular was referred, seem to lay some stress upon the fact, that the money required to pay the salary and establishment of the Provincial Superintendent, is not taken out of the money appropriated by Government for School purposes. It appears, however, very immaterial from what quarter the money is taken, as it still comes from the people; and, if such an amount is to be applied for School purposes, it is surely better that it should be bestowed upon the Schoolmasters, who are at all times inadequately paid, than that it should be given to a set of Officers, whose services are not required, and the appointment of whom tends greatly to encumber the operation of the Act, and to fritter away the money. . . .

IV. THE HOME DISTRICT COUNCIL ON THE COMMON SCHOOL ACT OF 1846.

The Municipal Council of the Home District, (now the County of York,) having had referred to it Communications, strongly criticizing the Common School Act of 1846, from the Municipal Council of the Gore and Newcastle District, by a vote of 18 to 5 adopted the following Report of a Committee appointed to deal with these Documents:—

THE HOME DISTRICT COUNCIL ON THE COMMON SCHOOL ACT OF 1846.

In regard to the Communications from the Districts of Gore and Newcastle, your Committee have prepared an Address to the Legislature, embracing the different points to which these Communications allude, and which accompanies this Report. The following is a copy of this Address:—

HOME DISTRICT ADDRESS TO THE LEGISLATURE, ON THE COMMON SCHOOL ACT OF 1846.

The District Council of the Home District, beg respectively to submit to your Honourable House the views which they entertain respecting some of the defects of the Common School Law of 1846, now in operation, and to suggest what appears to them the best means of remedying those defects.

That the present Common School Act has failed, and, from its character, must fail, to give satisfaction to the inhabitants of this Province, and that something must yet be done to render it more perfect, and promote the object for which it was intended, is deeply felt and generally admitted.

UNDESIRABILITY OF FREQUENT CHANGES IN THE COMMON SCHOOL LAW.

The Home District Council cannot but regret that such repeated legislation should be required to frame a proper school law, and are averse to frequent changes in the educational institutions of the Country; but they have also to regret the necessity that demands those changes, and that measures have not been adopted by the Legislature of such a character, in their principles and details, and to meet with general approbation, and promote an efficient, well-organized system of Common School Education.

OBJECTION TO THE CONCENTRATION OF POWER IN THE CHIEF SUPERINTENDENT.

The Home District Council especially object to that prominent feature in the existing school Act of 1846, which runs throughout the whole of it, the concentration of so much power upon one individual,—the Chief Superintendent of Schools,—that Officer being the nominee of the Governor-in-Council, and in no way responsible to the people. They submit that any enactment, which places so much power in the hands of an Officer, over whom the people have no control, directly, or indirectly, either in making the appointment, or with regard to the manner in which that power is exercised, and the duties of the Office discharged, is not congenial to the feelings of a free people, nor compatible with the Institutions of a free country.

RESTRICTED AND SUBORDINATE POWER OF THE PROVINCIAL BOARD OF EDUCATION.

They cannot but observe, that, whilst a Provincial "Board of Education" has been formed, for the purpose of giving advice upon school affairs, the power of that Board is placed in abject subordination to the Chief Superintendent of Schools; that it is left discretionary with him, by the Act of Parliament, to consult them, or not, upon any Educational question, as his inclination, or caprice, may dictate, and be guided, or not, in his decisions, by their advice. They have the power, it is true, of regulating the Normal School and selecting the Text Books to be used in Schools, but here their authority ends. The Home District Council express it as their decided opinion that a properly constituted Board of Education for the Province should be the highest power in the administration of School affairs, as it is in all Countries where such a Board exists; and it should not be placed in the humiliating position, in which the Members of the Canadian Board must feel themselves to be placed; and the Council would respectfully suggest to your Honourable House, that among the changes, which are imperatively called for, by the Country, provisions may be made for the appointment of a competent Board of Education, who shall, with the assistance of a Secretary, if necessary, transact the business, which now devolves upon the Chief Superintendent of Schools: thus securing the efficient discharge of the duties of the Office, effecting a considerable saving to the Country, and, above all things, liberalizing the provisions of the School Act, so as to render it compatible with the condition of a free people.

TOWNSHIP SCHOOL SUPERINTENDENTS PREFERRED TO DISTRICT SUPERINTENDENTS.

The Home District Council are of the opinion that, in re-modelling the School Act of 1846, the arrangement which combines the disbursement of moneys, to such a large extent, and the inspection of schools, in the duties of the District Superintendent of Schools, should be avoided, these duties being, to a great extent, incompatible in their nature, and, in the larger Districts, so onerous, as to render it entirely out of the power of any one such Officer properly to discharge them all. And the inconvenience experienced by Teachers, who reside at the distance of fifty, or sixty miles, is, under the present system, so great as to render some change absolutely necessary. The Council, therefore, would respectively submit that, for these, and other reasons, the District Councils should be allowed to provide such Officers in the several Townships for distributing the School fund among Teachers, and for the performance of what other duties that Body might see fit to impose, as the exigencies of the public service might, from time to time, require.

DISTRICT MUNICIPAL COUNCILS SHOULD NOT HAVE TO FORM SCHOOL SECTIONS.

The Council would beg to direct the attention of your Honourable House to the defective nature of the provisions made in the law for fixing and arranging the School Sections in the several Townships. By the present law, that duty is placed in the District Councils, in Council assembled. The Home District Council have found it absolutely necessary, from the great amount of labour and waste of time, that this provision of the Statute would occasion, and, in order to carry out the object and intention of the Act, to delegate their powers, in this particular, to the Municipal Councillors residing in the respective Townships, a proceeding, the legality of which has been questioned; and they are of opinion that this, and similar, duties should rather be performed by some Officer residing in the several Townships, appointed by them, acting under their control, and subject to their directions.

QUESTIONABLE EXPEDIENCY OF THE APPOINTMENT OF SCHOOL VISITORS.

The Council after twelve months' experience of the working of the present School Act, of 1846, is led to the conclusion that the provision made in that law for the local supervision of Schools, through the agency of a "Board of Visitors," composed of Clergymen of all Religious Denominations and sects, Justices of the Peace, and District Councillors, is not calculated to act beneficially upon the condition of Schools, or meet the object contemplated by the framers of the Act; and when the powers conferred upon these Boards of Visitors are considered,—that of granting Certificates of Qualification to Teachers, and of giving advice, authoritatively, upon educational matters,—the Council is of opinion that the whole arrangement is something worse than a cumbersome and useless piece of legislation. The Boards of Visitors in the Home District, feeling convinced that the Schools will be managed quite as well without their interference, have not generally exercised their privileges, and have left the Schools to take care of themselves.

RATE BILL UPON PARENTS ONLY, FOR SCHOOL REPAIRS, OBJECTIONABLE.

The Council would beg respectfully to point out what appears a great defect in that part of the existing law which furnishes Trustees with the power of raising means for repairing and

furnishing School Houses, etcetera. The law authorises the Trustees to impose a rate upon the parents of those children only who are actually attending school, for these purposes ; so that it may, and often does happen, that a small portion of the inhabitants of a School Section are heavily taxed for the benefit of the whole,—a grievance which ought, in the opinion of this Council, to be speedily remedied.

INTRODUCTION OF SECTIONAL, OR DENOMINATIONAL, SCHOOLS DEPRECATED.

The Home District Council cannot but express the opinion that the recent legislation upon the subject of Common School education, has a tendency to open up the way for the introduction and establishment of sectional, or Denominational, Schools. This is very clearly manifested in the legislative enactment for the regulation of Education in Cities and in Incorporated Towns. The Council cannot help expressing the strongest disapproval of any measures which may authorize, or sanction, the establishment of Schools, supported by the public funds, intended for any one Religious Denomination, to the exclusion of others. The Home District Council would regard such legislation as inimical to the best interests of the Country—being calculated to foster in Canada that spirit of sectarian animosity and discord, which, unhappily, prevails in other parts of the world, and the Council would humbly suggest that every wise means should be adopted to prevent the possibility of such a result.

A SUGGESTION TO THE LEGISLATURE TO IMPROVE IN LAW MAKING.

The Home District Council is of opinion that every Law that has yet been enacted in this country upon the subject of Education, has been too complicated in its machinery ; and that any law, to work well, must be harmonious in all its parts and simple in all its details ; and they trust that such means may be taken to remedy existing evils, and improve the law, as will secure the hearty co-operation of the people, the blessings of a good education to the rising generation, and some degree of stability in the Educational Institutions of the Country.

TORONTO, 27th of January, 1848.

J. W. GAMBLE, Chairman.*

V. THE NIAGARA DISTRICT COUNCIL ON THE COMMON SCHOOL ACT OF 1846.

The following is the Report of the Standing Committee on Education of the Niagara District Municipal Council, to which was referred the Circular of the Warden of the Newcastle District Council, dated the 27th of September, 1847, and given on page 118. The Report was approved by the Council :—

REPORT OF THE NIAGARA DISTRICT COUNCIL ON THE SCHOOL ACT OF 1846.

The Circular Letter of the Warden of the Newcastle District, dated the 27th of September, 1847, addressed to the Warden of this District, touching the difficulties experienced in carrying out the provisions of the new School Act of 1846, and inviting this Council to unite in obtaining the abolition of the Act, or material alteration therein.

DIFFICULTIES EXPERIENCED ARE DUE TO FREQUENT CHANGES IN THE SCHOOL LAWS.

2. Your Committee have carefully examined the points of defect, as pointed out in aforesaid Circular, but have been unable to discover that they are so material, as to call for Legislative interference, and are declined to believe that much more difficulty is experienced in the practical working of the School Laws from the too frequent changes in the provisions of the same, as also the authority, by which they are carried into effect, than from any impracticable provisions which they contain.

*Although signed by Mr. Gamble, as Chairman of the Committee of the Home District Council, he was very much opposed to the Report, and moved that it be not received, but that it be resolved that sufficient time had not elapsed to show that the Common School Act of 1846 is wanting in any necessary thing ; that the power conferred on the Chief Superintendent is not as great as that conferred on those discharging similar duties in other countries ; and the powers given to the Board of Education for Upper Canada are those exercised by similar Boards in the United States and other Countries. *Yeas, 5 ; Nays, 18.* (See a comprehensive comparison of the "Powers of the Superintendents of Schools in the United States and in Upper Canada," by Doctor Ryerson, in the March Number of the *Journal of Education for Upper Canada*, pages 65-71.)

3. Your Committee do not understand that the present School Law makes any provision for any other Officer than the Chief Superintendent of Education and a Clerk, and Contingent Expenses of his Office ; but they are not paid out of the General School Fund.* The Salaries of the District Superintendents of Schools are paid, by assessment upon the inhabitants of their respective Districts, by authority of the District Councils.

Your Committee cannot recommend that any measure be adopted by your Honourable Council, having for its object the measures contemplated in the aforesaid Circular from the Warden of the Newcastle District. All of which is respectfully submitted.

NIAGARA, October the 12th, 1847.

JOHN SCHOLFIELD, Chairman.

VI. THE WESTERN DISTRICT COUNCIL ON THE COMMON SCHOOL ACT OF 1846.

In common with the other District Municipal Councils, that of the Western District received, for approval, the Circular of the Warden of the Newcastle District and the Report of the Gore District Council,—both strongly criticising adversely the Common School Act of 1846. The Western District Council embodied its views on the question in the shape of a Memorial to the Legislature, instead of directly dealing with Documents sent to it from the Newcastle and Gore Districts. The following is a copy of the Memorial of the Western District Council on the School Act of 1846 :—

The Memorial to the Legislature of the Western District Council, in Council Assembled.

Respectfully Sheweth.

That, from the great dissatisfaction manifested throughout this District with the existing School Act of 1846, and feeling deeply sensible of the necessity of a better system of education—more suitable to the wants of the people,—your Memorialists are again induced to bring the subject before your Honourable Body, with a view to obtain a Common School Act, simple in its provisions, and much less expensive in its operation.

PAYMENT OF SCHOOL OFFICERS A WASTE OF PUBLIC MONEY.*

2. Your Memorialists believe, that the Act of 1846, now in force is too unwieldy and complicated in its machinery to be worked successfully by the parties empowered to carry out its provisions ; and that the sums required to pay the Provincial and District Superintendents of Schools are little better than a waste of money, which we think would be much better applied to the payment of Teachers in our Common Schools.

DIFFICULTY OF SCHOOL TRUSTEES, WHO CAN NEITHER READ NOR WRITE, TO CARRY OUT THE LAW.

3. Your Memorialists are of opinion, that the duties required to be performed, under the present law, by the School Trustees are impracticable, as we well know that a large number of them can neither read nor write ; and it, therefore, must be obvious that the greatest part of those requirements must remain undone.†

THE SCHOOL LAW HAS CAUSED “HATRED AND MALICE BETWEEN NEIGHBOURS.”

4. Another, and a very serious evil which your Memorialists would respectfully but most earnestly pray your Honourable Body to remedy, in regard to the present School Bill, is the ill-feeling it has been the means of causing among the people,—the hatred and malice between neighbours and friends, in almost every School Section of this District ; and, as a matter of course, the causes of disputes are brought before the District Council ; and, so numerous are

*The Salaries and Expenses of all Government Officers are paid out of the Consolidated Fund. See Chief Superintendent's Letter on the subject on page 119.

†On this statement the Chief Superintendent remarks in his Official Report of 1850 :—

“In other Districts, where the Trustees can read and write, and where the Councillors are correspondingly intelligent and discreet in their school proceedings, no disputes, or inconvenience, have, as far as I am aware, occurred on this subject.”

the petitions on that account, that more than one-half the time of the District Council is taken up in endeavoring to settle those differences, but generally without any beneficial result. *

SUGGESTIONS AS TO SEPARATE SCHOOLS FOR THE CHILDREN OF COLOURED PEOPLE.

5. And your Memorialists would further call the attention of your Honourable Body to the expediency of making some provisions for the children of the Coloured people to be educated in separate schools, as the present Act has been a great bar to education in many School Sections to both white and coloured children. †

SUGGESTED THAT DISTRICT COUNCILS SHOULD BE MADE LOCAL BOARDS OF EDUCATION, ETCETERA.

6. Your Memorialists having now had experience of the working of several Common School Acts,—without wishing to dictate to your Honourable Body,—earnestly hope, that you will, in your wisdom, pass an Act which will make the District Councils Boards of Education, with full power to tax for School purposes, and for continuing the Legislative grant,—transferring the duties performed by the local School Superintendent to the District Clerks, under the direction of the District Council, and making such other amendments, as may be found necessary to carry out their end, with such other alterations as will be required by the Municipal Act. By this means, it is believed a saving will be made for the benefit of the Common School Fund of several thousand pounds per annum, and the object attained of giving the people a School Act simple in its provisions, cheap in its management, and well understood in its operation.

7. Your Memorialists would, therefore, pray that your Honourable Body would be graciously pleased to take the premises into your most serious consideration, and adopt such relief as to your Honourable Body may seem meet.

Your Committee beg further to report that the Memorial to the Legislature praying for certain alteration in the Common School Act has been referred to them, and they recommended the adoption of the same as amended.

Your Committee would beg to recommend the use of the Irish National School Books in the Common Schools of this District, as recommended by the Board of Education of this Province.

This Report, having been laid before the Council of the Western District, was approved on the 7th of February, 1848.

SANDWICH, 7th of February, 1848.

GEORGE BULLOCK, Warden.

VII. THE MIDLAND DISTRICT ON THE COMMON SCHOOL ACT OF 1846.

The Report of the Standing Committee of the Midland District Council on School Law Legislation was as follows:

The Committee desire to report as follows upon the Circular of the Warden of the New-Castle District, dated the 27th September, 1847, requesting the concurrence of this Council—

To petition the Legislature to abolish the present School Act of 1846, or to make alterations therein.

Your Committee cannot recommend the Council to take any action, (at present), with regard to the suggestions contained in that Communication—believing, that, after a longer acquaintance with the operation of the present School Act, interested parties will eventually be better satisfied with the School System, although we are ready to admit, that the School Law is susceptible of improvement in its details.

This Report was adopted by the Midland District Council on the 11th of October, 1847.

KINGSTON, 11th of October, 1847.

J. B. MARKS, Warden.

* The Chief Superintendent of Education, in his Report of 1850, to the Government, referring to this statement, says:—

“Now, in examining the printed report of the Committee, to whom all these petitions were referred, I find that of the twenty-nine petitions presented to the Council, one prayed for the establishment of a female school in one of the sections (which was granted): one prayed for a local school tax in a section; two related to the formation of new school sections, and the remaining twenty-five related to the disputes as to the boundaries of School Sections and the non-payment of school moneys by Township Superintendents. Thus, not one of these disputes could have arisen out of the School Act, but they must have all been caused by an improper division of the School Sections, either by the Township Superintendents, under the late Act, or by the Council, under the present Statute.”

† This suggestion was acted upon by the Chief Superintendent, when he framed the next School Act after this Memorial was written. In the 19th Section of his draft of Bill in 1850, he provided that:—“On the application, in writing, of twelve or more heads of families, . . . it shall be the duty of the Municipal Council of any Township, to authorize the establishment of one or more Separate Schools for . . . Coloured People, and, in such case, it shall prescribe the trials of the divisions, or Sections for such Schools.

CHAPTER XIV.

DISTRICT MUNICIPAL COUNCILS AND SCHOOL SUPERINTENDENTS AS AUXILIARY AIDS IN PROMOTING EDUCATION IN 1847.

In the preceding Chapter, I have been able to give evidence of the actively hostile, as well as the actively friendly, proceedings of a number of District Municipal Councils, in regard to the Common School Act of 1846.

In this Chapter, I have grouped together a record of the proceedings of District Municipal Councils and of District School Superintendents, which were designed to aid the Chief Superintendent in administering the School Act of 1846, amid discouragement, and the opposition of other District Councils.

This Chapter and the preceding one are *sui generis*. They are inserted here mainly to show what were the merits of the opinions and views of the two strong opposing forces, which were arrayed against each other, in opposition to, and in defence of, the first Common School Act, (of 1846), framed by Doctor Ryerson.

The utterances, to which this subject gave rise, in 1847, were not those of the average fault-finder with, or defender of, the School System as it was; but they were the deliberate conclusions, put into official form, to which the respective District Municipal Councils, their Committees and chief Officers came, after they had, no doubt, fully and deliberately considered the question, so far as it affected their Districts, or localities. They may, therefore, be regarded as a genuine reflection of what may be considered as the outside "public opinion" of the time, on the object and character of our first efforts to establish the Common, (or Public,) School System of Upper Canada.

Among the District Superintendents of Schools, whose intelligent interest in the cause of popular education was, as I remember, most helpful, were Mr. Dexter D'Everardo, of the Niagara District, the Reverend W. H. Landon of the Brock District, Mr. William Eliot of the London District, and others, who were less conspicuous in their active zeal for the cause.

I. THE NIAGARA DISTRICT MUNICIPAL COUNCIL ON VARIOUS SCHOOL MATTERS, IN WHICH IT DESIRED TO CO-OPERATE WITH THE CHIEF SUPERINTENDENT.

The following is the Report of the Sessional Committee of the Niagara District Council on the Circular of the Chief Superintendent of Education.

The Report of the District School Superintendent, and other School Matters :

To the Warden and Councillors of the Niagara District in Council assembled. The Sessional Committee on Education beg leave to submit their Report as follows :—

CIRCULAR OF THE CHIEF SUPERINTENDENT OF EDUCATION TO DISTRICT SUPERINTENDENTS.

1. The Circular, addressed, in December last, to District Superintendents by the Chief Superintendent of Common Schools for Upper Canada, * has been referred to your Committee; and, in relation thereto, they respectfully report:

That, in their opinion, the Instructions, suggestions and advice, thus communicated to those Officers, are well calculated to guide them in the discharge of their duties, and to secure, on their part, a due and faithful administration of the Common School Law of 1846, according to its true spirit and meaning. . . .

ESTABLISHMENT OF ADDITIONAL DISTRICT MODEL SCHOOLS FOR TRAINING TEACHERS.

2. Touching that part of the District Superintendent's Report, referring to the establishment of one, or more, District Model Schools, for the training of Common School Teachers, your Committee respectfully represent, that they have given the subject mature deliberation, and have become firmly persuaded that the great end contemplated by the present School Law cannot be attained without such institutions being maintained in localities.

PLEASING EVIDENCES OF HEARTY CO-OPERATION IN DISTRICT SCHOOL MATTERS.

3. The bounty of the Legislature in appropriating moneys for the support of Common Schools, is proverbial; the liberality of your Honourable Council, in raising means for the same noble purpose, is well known; the willingness, with which the people themselves voluntarily contribute, for the furtherance of the same grand object, is equally well known, and entitled to great praise; and the great number of new, permanent, in many instances handsome, in some instances, elegant, School Houses, to be found in many Townships of the District, are substantial proofs of the unanimity, upon this one subject of Education, prevailing in the minds of those who, perhaps, are of opposite opinions upon every other subject; and yet, with all these advantages, and after all this expenditure of money upon them, the efficiency and usefulness of our Schools by no means equal the reasonable expectations of those entrusted with their care.

DISAPPOINTMENT AT NOT BEING ABLE TO SECURE THE SERVICE OF EFFICIENT TEACHERS

4. Why are they disappointed? It is because the local School Officers cannot command the services of a sufficient number of Teachers to take charge of all our Schools; and because too many of those, whom they do employ, are, not from choice, but from necessity, compelled to enter upon the discharge of the important and responsible duties of their profession, without those qualifications necessary to insure success. The causes of the want of qualification, in these cases, where such want exists, have been shown by the District Superintendent to be unavoidably peculiar to every newly settled country, as well as to this, and not, as a general rule, to be the result of neglect, or remissions, on the part, of the Teachers employed.

NON-ESTABLISHMENT OF MODEL SCHOOLS AND TEACHING SEMINARIES A GREAT DRAW-BACK.

5. Your Committee admit the reasons assigned to be valid, and that all parties have a right to urge them in their favour, but when they look abroad into the District, and find it favourably situated for the prosecution of agricultural enterprise, with a certainty of a rich reward;—when they find its natural and artificial commercial advantages, and its manufacturing privileges, superior to those of almost every other section of our Country, giving promise of a high degree of Agricultural, Commercial and Manufacturing prosperity and greatness;—when they find it settled with an industrious, economical, thriving and, they may add, comparatively wealthy people, numbering not less than 35,000 souls;—when they find, by your Balance Sheet, that the District is not only free from pecuniary embarrassment, but with an overflowing Treasury, a balance of cash in hand of £3,000,—they feel that the absence from our District of Seminaries of learning, founded and conducted upon liberal and popular principles, where may be instructed, not those only who desire to be educated for the profession of Teaching, but where all the youth of our Municipality may be taught, whatever their intended vocation requires, can no longer be justified.

EVEN STRICT ECONOMY WOULD JUSTIFY EXPENDITURE FOR LOCAL TEACHING SEMINARIES.

6. As economy in the expenditure of the public money, is, and justly so, a standing maxim with your Honourable Body, your Committee believe that no measure which can be

*A Copy of this Circular will be found on pages 265-269 of the Sixth Volume of this Documentary History.

adopted by your Honourable Body, having reference to Education, will so effectually economise the people's funds, as the establishment of an Institution, such as has been alluded to, requiring under proper regulations, the Teachers to be qualified thereat.

THE RESULT OF THIS "WISE ECONOMY" WILL AMPLY REPAY THIS EXPENDITURE.

7. By acting on the foregoing suggestion, the Members of the Council will thereby give to the people far greater value for the money paid for Teacher's wages ; The Council will, thereby, cause a general diffusion of knowledge, and of accurate and useful information, respecting the practical business of life, among all those, who are to be the future members of the community, whatever their present circumstances may be ; and, by the ultimate and consequently increased capacity for developing and applying the inexhaustible resources of our District, their individual, and our common, prosperity and happiness will be augmented, and, at the same time, the preponderance of intellect will lead to a higher tone of moral feeling, to altered and improved tastes, and to a great reduction in the public expenditure for the administration of criminal justice.

THE PRESENT OBJECT OF THE COMMITTEE IS TO INFLUENCE PUBLIC OPINION.

8. While your Committee are of opinion that, to foster and maintain, in all suitable ways, our Institutions for the spread of elementary instruction, will be the carrying out of one of the great objects for which Municipal Institutions were established : and, while they are firmly convinced, that the Model and Common Schools should be simultaneously provided for, they are aware, that it is not characteristic of your Honourable Body, to act with precipitancy in any measure involving a considerable outlay of means,—however beneficial its results may be. Nor are your Committee prepared just now to recommend such action. Their present design is, to bring the question of establishing a District Model School prominently before your Honourable Body, so that it may receive attention and due deliberation.

A COMMITTEE SUGGESTED TO ENQUIRE INTO THE MATTER, AND TO REPORT THE RESULTS.

9. In a measure of the magnitude of the one herein contemplated, harmony, in all its parts, is requisite in order to secure its profitable and satisfactory working. This can be attained only by a nice attention to details, as well as to its more distinguishing features,—your Committee would, therefore, respectfully recommend that a number of Councillors, not less than three, be named at the present Session, and requested to enquire whether such a School can be established of a permanent character with advantage, or, whether it may not, at first, with advantage, be established temporarily ; what ought to be the extent, and what will be the cost of the grounds,—where will be, in all respects, an eligible site,—what ought to be the size and cost of the Buildings,—what would be the necessary apparatus, and its cost,—the Library and its cost—where a suitable Teacher, or Teachers, can be obtained, and at what Salary— ; what number of pupils may be expected to enter, and be in attendance, and to graduate annually,—what will be the proper terms of admission for students ;—also, where a suitable Building, favourably located, can be leased and upon what terms ;—the Committee to report at the October Session of your Honourable Council, the results of their inquiries upon the above points, with such other information, bearing upon the question, as they may be able so collect.

DESIRABILITY OF THE VISITORS ORGANIZING, SO AS TO VISIT THE SCHOOLS OF THE DISTRICT.

10. Your Committee are of opinion that frequent visits to the Schools tend to stimulate Teachers to greater exertion, to encourage pupils, and to promote the general welfare of the whole School ; and as the Common Schools are emphatically institutions for the people, and District Councillors are their immediate representatives, your Committee respectfully submit, whether they may not, with much propriety, take the lead in organizing the Board of Visitors for their respective Townships ; and, by a judicious distribution of the labour, place each School under regular and systematic inspection. All which is respectfully submitted.

NIAGARA, February the 9th, 1847.

DEXTER D'EVERARDO, Chairman.

II.—THE WARDEN OF THE MIDLAND DISTRICT ON THE FACILITIES FOR EDUCATIONAL PROGRESS UNDER THE SCHOOL ACT OF 1846.

In his opening Speech, at the Session of the Midland District Council, in February, 1847, Mr. J. B. Marks, the Warden, thus addressed the Council :—

1. The Common School Act of 1846, passed in the last Session of the Provincial Parliament came into full operation on the first day of January last. No person can, at present, sufficiently

estimate the value of our National System of Education ; its beneficial effects upon the growing population will wonderfully increase with the rapidly improving state of the Country ; therefore, the Councillors, in their respective Townships, should be diligent in having adequate School Houses, for the accommodation of the children, and also be careful, in forming the School Sections sufficiently large, so as to enable the Trustees to employ and reward competent Teachers for their labour.

EXTENSIVE POWERS FOR DISTRICT COUNCILS UNDER THE MUNICIPAL AND SCHOOL ACTS.

2. By both the Amended Municipal Act, and the Common School Act, of 1846, it will be observed, that extensive powers are vested in the District Municipal Councils, thereby shewing, that the Government intend, by degrees, to enlarge your sphere of action, commensurate with the growth of the Country ; it, therefore, becomes the duty of the Council to take a comprehensive view of every District and Township measure, which may be brought under its notice, so that the mild and useful influence of our Provincial Institutions shall give satisfaction and contentment to all classes of people in this portion of Her Majesty's Dominions. . . .

J. B. MARKS, Warden.

KINGSTON, 2nd of February, 1847.

III.—THE WARDEN OF THE DALHOUSIE DISTRICT, ON THE WORKING OF THE COMMON SCHOOL ACT OF 1846.

In a Letter from the Warden of the Dalhousie District to the Chief Superintendent, he says :

We closed our Municipal Sessions last night—the most important subject of our “local legislation” has been the Common Schools.

UNPOPULARITY OF EACH SUCCESSIVE COMMON SCHOOL ACT, OF 1841, 1843 AND 1846.

1. The Common School Acts of 1841 and 1843 have, in this District, and particularly the one of 1846, passed in the last Session of the Provincial Parliament, met with an unfriendly reception.—Still, I believe, we are progressing towards your improved system.

2. After a long contest, we succeeded in passing a By-law, with three “nays” only, (our Council consists of 16,) providing for raising an Assessment equal to the Government Grant.

I held a public examination of the Masters at the Model School,—and again, in about three weeks from that period, another, in order to afford a second opportunity for unsuccessful Candidates, for Qualification Certificates. I have felt it my duty, but with a necessary liberality, to qualify fifty-six only, out of nearly one hundred applicants ; many rejected by me will be more successful under Section Sixteen of the Act of 1846.

DIFFICULTY IN WORKING THE SCHOOL ACT, THERE BEING LITTLE GENERAL INTELLIGENCE.

3. I believe the mass of the people, (be pleased to deem this confession confidential,) of this District less intelligent than in others, and, in truth, I hope, this is the fact. I fear there will be both perplexity and perversity to contend with, in the “working” of the present School Act, for some time ; but still, though we may not reach perfection, if we get half way towards it, we shall have done something worth doing.

4. I have been four years in the service, and contemplate retiring at the close of the fifth, when, it is possible, I may be enabled to say : “I have done the State some service.”

It is a melancholy discovery, I have made, but I find in my Statistical Minutes, that, from five to six hundred children, in this District, between the ages of five and sixteen years, attend no School whatever !

5. The voluntary subscriptions for the encouragement of Education, have been liberal, but those contributions appear to have been made, (I take my information from what the Councillors themselves admitted,) from the intelligent portion of the people, from the more affluent,—many of whom had no children to educate, or, if they had any, were educated elsewhere.—This was confirmed by the Masters themselves ; it was verified in my own Township at the last Township Meeting. I went there for no other purpose but to “feel my way,” for a general School Tax : the Tax was almost universally deprecated.—They would open a subscription in preference. I headed one, and laid it on the Town Clerk's table, for every man to come up and sign his name, and state the sum he would covenant to contribute. The contribution was ample,—

even generous, but I found, as other Councillors had found, that the sum subscribed was chiefly from those who had no further interest in the question, than, that of educating other people's children.

6. In reference to the Model School, we have this Session made no provision for it. It is contemplated to resume the subject in October, when it is probable, some part of the Common School Fund may be applied to that special purpose. If you deem that objectionable, you will oblige me by intimating as much. Last year we levied, for the maintenance, etcetera, of the Model School, $\frac{3}{8}$ th (one-eighth) of a penny in the pound, amounting to £90, 11s. 2d. of which £20 was voted as a gratuity to the Master.— . . .

HORACEVILLE, 7th of February, 1847.

HAMNETT PINNEY, Warden.*

THE CHIEF SUPERINTENDENT'S REPLY TO THE FOREGOING LETTER.

. . . Believing, as I do, that the improvement, which has already taken place in the Schools in your District, is chiefly, if not entirely owing to your exertions, I should exceedingly regret your retirement at a time, when you are just beginning to realize the presages of those improvements, for which you have so vigorously laboured.

You have gained an important step in, at length, getting a School Assessment for the District. I am not surprised that there should be opposition. In the neighbouring State of New York, when the Common School Law was first introduced, a number of Counties, (analogous to our Districts), refused to submit to it, and did not for years participate in the State School Fund, but they, at length, yielded, one after another, convinced that it was essential to their interests to do so.

I think that you can apply part of the School Fund to your Model School. It cannot fail to be useful ; and, most earnestly, I wish you every possible success in your efforts.

TORONTO, 16th of February, 1847.

EGERTON RYERSON.

IV. THE SUPERINTENDENT OF SCHOOLS FOR THE DISTRICT OF NIAGARA ON THE WORKING OF THE SCHOOL ACT OF 1846.

The Chief Superintendent of Education made his first official visit to the Niagara District on the 25th and 26th of October, 1847. As the School Superintendent for the District was unable, from illness, to be present, he wrote the following Letter to the Chief Superintendent, on the subject. In it, he states that the School Act of 1846 is working satisfactorily in his District. The following are extracts from this Letter :—

The objects of your Meeting are, as I understand, among other things, to obtain information with regard to the practical working of the existing School Law of 1846, and to hear and consider any amendments suggested.

1. Touching these points, I beg to observe, that, as a whole, in this District, the Act of 1846 is working quite satisfactorily ; and our Schools are more generally open, and better attended, than they were last year ; and, I think, that any change in the Statute for the Establishment and Maintenance of Common Schools would operate prejudicially here.

2. There are some persons, who, from interested motives, seek the total abrogation of all School Laws ; but, I am persuaded, that a large majority of those, who really desire education for their children, have no inclination to change, until they have proved by experience, that there are actual defects in the present School Law."

3. The successful working in this District, of the several Common School Laws which have, from time to time, been in force, may be attributed mainly to the lively interest in Schools which has been felt ; and also to the efficient steps which have been taken to that end, by the District Municipal Council, as a Body, and by the Councillors, as individuals, aided by the Magistrates and Clergymen, and others in authority.

Thus, the co-operation of the people for the furtherance of the important object of education has been secured ; and the enjoyment of the fruits of united efforts have been realized.

FONTHILL, October 25th, 1847.

DEXTER D'EVERARDO, District Superintendent.

*Mr. Pinney, who was afterwards one of our most efficient, practical, and intelligent District Superintendents of Schools, was called to the Legislature Council in 1847.

V. THE SUPERINTENDENT OF SCHOOLS FOR THE LONDON DISTRICT ON THE WORKING OF THE SCHOOL ACT OF 1846.

Mr. William Eliot, the efficient Superintendent of Schools for the London District, in an address to the Warden and Councillors of the District Municipal Council, on the first of February, 1848, thus referred to the state of education, and to the working of the Common School Act of 1846, in that District.

IMPROVEMENT IN THE SCHOOLS OF THE DISTRICT, BUT NOT IN THE TEACHERS' SALARIES.

Mr. Eliot said that there were two hundred Common Schools in operation in the District, during the past year, and there would be several more during this.

He could not say that he discovered any very decided improvement in the condition of these Schools, since he had had an opportunity of observing them. He questioned very much whether they had much improved, since the Act of 1843 came into operation,—and why? Because, the remuneration given to Teachers now, was little, or, no greater, than it was then; in some cases, not even so great; because it sometimes happened, that the amount of the District School Fund, coming to a School Section was greater then, than it was now

But, if the Schools had not materially improved, elementary instruction was much more widely diffused than formerly. For, with the exception of some parts of the newly settled Townships, there was no part of the London District, in which children might not attain such instruction as was desirable, if their parents were only disposed, by sending their children to the Schools, to avail themselves of the opportunity.

DIFFICULTY OF RETAINING GOOD TEACHERS, AS THE DESIRE WAS FOR "CHEAP" ONES.

3. He took it that every Teacher of respectable attainments, of judgment and ability, knew and felt his worth, and that such men would not devote themselves to the occupation of Teachers for the remuneration now generally given. And they might set up Normal and Model Schools; aye, they might set them up in every Township, but well qualified persons, if they were to continue Teachers, would require to be better paid, than they now generally were.

4. It was no uncommon thing to hear the Teachers of the Common Schools spoken of as persons very inadequate for their duties. And he was not disposed to deny that, in many cases, they were not nearly so well fitted for these duties as they might be. But he would say, that they were just as competent, quite as well qualified, as could be expected, considering the remuneration and the treatment which they received. For what was the fact? In the first place, a Teacher was supposed to be a person of unblemished character. In the next, he was expected to be able to teach everything! And what was he to get?—from ten to sixteen dollars a month!

5. If the Teacher was a man with a family, he was put into the meanest and most comfortless House in the Settlement—If he were an unmarried person, he was generally required to "board round," from house to house,—exposed to all the annoyance of that most pernicious practice, with his feelings wounded, and feelings, too, of that sensitive character, which we so frequently find in persons living so much apart from the world.

INHERENT EVILS IN THE USUAL, OR POPULAR, WAY OF DEALING WITH TEACHERS.

6. He knew there were neighborhoods, where it was absolutely impossible for the inhabitants to pay competent Teachers—In such cases there was at present no alternative, but to await the time when these inhabitants would have more means at their disposal. But the most discouraging part was, that in some of the oldest and best settled parts of the country, there are some of the worst Schools; because the absurd idea prevailed, that well qualified Teachers should be procured upon the same terms as mere labourers with the hand; and because the Teachers, who were engaged were constantly changed,—(and indeed, he did not think there was a greater evil, than this constant shifting and changing of the Teachers)—The bad consequences, resulting from it, were too obvious for him to detail here—It took some time for children to become acquainted with the methods of their Teacher—it took some time for the Teacher to become acquainted with the different capabilities and dispositions of his pupils; but, no sooner had this mutual acquaintance been brought into existence, than it was so often severed by the abrupt dismissal of the Teacher. And his successor, confident of meeting with the same requital for his labours and efforts, cared but little for the improvement of the children committed to his charge.—He, (as District Superintendent), positively declared, that he knew School Sections, in which, for the last two, or three years, the School Money had been utterly wasted, on account of this constant changing of the Teachers.

THIS STATE OF THINGS, WAS THE REAL CAUSE OF THE DISSATISFACTION WITH THE SCHOOL LAW.

7. It was no wonder, then, that there were people who said : “ You will never have good Schools, while you give so much power to the Trustees,” and yet, as a remedy, these people would place the entire control of those Schools in the hands of the Executive Government! He need not say, however, that there were considerations which might render such a course very undesirable.

These were the persons who expected far too much from the School Law,—persons, who sat with folded arms, and when they saw inefficient Schools, exclaimed : “ Oh ! the miserable School Law ! ”—as if the School Law could ever be expected to help those, who would not stir to help themselves !—Why, the very root of the Law, was in the people themselves—it was they, who, by their Trustees, selected the Teacher—it was they who fixed his remuneration, and decided his term of engagement. All that the School Law could be expected to do, was to preserve something like order and system—to give facilities for the establishment of Schools, and to prevent the School Fund being given to improper persons who might offer themselves as Teachers.—And it was idle for persons, who were unprepared to advocate a coercive School Law, to attribute the inefficiency of the Schools entirely to the existing law.

PERSONAL RESPONSIBILITY OF THE DISTRICT SUPERINTENDENT IN THE DISCHARGE OF HIS DUTIES.

8. For himself, he had attempted to administer the law, not so much as to the strictness of the letter, as for the end of promoting the efficiency of the Schools. How he had succeeded, it was for the Councillors to say—He had held that appointment with a deep sense of its responsibilities—It was essentially popular in its character ; it could be of no use without, there was confidence in him who filled it, and not one hour did he wish to retain it, whenever he should be without that confidence.—

WILLIAM ELIOT, District Superintendent.

LONDON, (C.W.) 1st of February, 1848.

VI.—THE SUPERINTENDENT OF SCHOOLS FOR THE DISTRICT OF SIMCOE, ON THE WORKING OF THE COMMON SCHOOL ACT OF 1846.

In a Report to the Municipal Council of the District of Simcoe, the District Superintendent of Schools thus gives the result of his year’s visitation of the Schools in that District for 1847 :—

1. In visiting the various Schools of the District of Simcoe in 1847, I have observed that Teachers, generally, are deficient in system, and in the best methods of instruction, shewing the necessity of adopting some plan by which more uniformity might be obtained.

THE COUNCIL SHOULD AVAIL ITSELF OF THE NORMAL SCHOOL, AND SEND PERSONS THERE.

2. The Normal School of Toronto furnishes at present the only means of perfecting our Teachers in this branch of knowledge. And while on this subject, it may not be amiss to suggest to the Council, the propriety of selecting two, or three, young men of good attainments, to be sent to the Normal School at the expense of the District ; and, on the completion of their course of education at that Institution, to be employed by the Council itself in visiting the Schools of the District, and giving instructions to the Teachers themselves, as well as to the children, thus combining in a limited degree, the advantages of both a Normal and a Model School. I have no doubt that much good might be effected in this way, and I have pleasure in saying, that the generality of the Teachers in this District would give their utmost support to such a plan, and receive with gratitude the instructions imparted to them at their own Schools ; indeed, I have frequently witnessed the great desire existing amongst many of our Teachers for the opportunity of improving themselves.

3. I need scarcely add how much more effective and satisfactory to the public this method would prove than that proposed at the last Session of the Council, of first educating a small number of youths and then stationing them in particular parts of the District, the benefits from which would be entirely local, thus causing much dissatisfaction to the greater part of the County.

THE TRUE SECRET OF SUCCESS OF OUR COMMON SCHOOLS IS IN THE PEOPLE THEMSELVES.

4. I have invariably found the success and usefulness of the Common School to be in direct ratio to the intelligence, enterprise and activity of the Trustees ; wherever they do their duty,

the Common School is flourishing and well attended. I cannot help remarking, that much of the success and correct working of our Common School System and Act of 1846, depends upon the efficiency and capability of the School Trustees. Did parents only reflect, that the best interests of their children, of society, and of the Country at large, are all deeply concerned in the successful establishment of our Common School System, they would exercise more discretion in the election of their Trustees.

A FEW GOOD SCHOOL HOUSES IN THE DISTRICT—THE REST IN A “WRETCHED STATE.”

5. I have observed that many of the old School Houses in the District are in a most wretched and dilapidated state, being furnished neither with desks, or seats, or any convenience for the comfort of the children. There are, however, others of a very opposite character, and generally where new ones have been built, they are sufficiently large and commodious, though far from containing all the requisites required for a well conducted Common School.

BARRIE, 1st of February, 1848.

HENRY A. CLIFFORD, District Superintendent.

VI.1.—THE DISTRICT SUPERINTENDENT OF SCHOOLS FOR THE DISTRICT OF BROCK, ON THE WORKING OF THE COMMON SCHOOL ACT OF 1846.

The Reverend W. H. Landon, in his Report of the Brock District Council, thus refers to the working of the School Act of 1846 in that District :—

1. Having, since your last Session, visited all the Schools in operation, in the Brock District, with two or three exceptions ; and having enjoyed considerable facilities for acquiring information, respecting the working of our present School System and Act of 1846, by intercourse and conversation with a large number of School Teachers, Trustees and other intelligent and well-informed persons, who take an interest in the subject of Common School Education ; I desire to submit to your Honourable Body the result of my observations.

THE SCHOOL TEACHERS OF THE DISTRICT, THEIR QUALIFICATIONS AND THEIR SALARIES

2. The number of male and female Teachers is exactly equal,—being forty of each, that of the eighty Schools in which they teach, nine were of the first-class, twenty-eight of the second, and forty-three of the third-class ; that the highest salary paid to any Teacher was One Hundred pounds per annum ; the highest salary paid to any female Teacher was Forty pounds per annum ; that the average of all the salaries paid to males was Fifty-five pounds, twelve shillings and three pence, and the average of the salaries, paid to females, was Twenty-eight pounds, four shillings and five pence,—making a general average, including the salaries paid to males and females, of Forty-One pounds, eighteen shillings and four pence, half-penny.

WOODSTOCK, November, 1847.

W. H. LANDON, School Superintendent.*

VIII.—THE SUPERINTENDENT OF SCHOOLS FOR THE BATHURST DISTRICT, ON THE WORKING OF THE COMMON SCHOOL ACT OF 1846.

At a Meeting of the Bathurst District Municipal Council, held in February, 1848, the District School Superintendent presented a Report on the Schools in that District, from which I make the following extracts :—

1. The District Superintendent believes that the inhabitants of the Bathurst District generally, who are heads of families, or guardians of youths, are to a great extent, very deeply and very properly influenced by a constant concern for the instruction of the youth of the District in sound learning and in good principles.

THE CONTINUED WANT OF GOOD TEACHERS IS THE GREAT DRAWBACK TO PROGRESS.

2. In too many instances, good Teachers cannot be procured, as the urgent wants of the different neighborhoods require, and, although individual instances occur, in which both School Trustees and the parents seem not unwilling to sacrifice the welfare of the young to the sordid

*In his report to the District Council in October 1848, the Reverend Mr. Padfield said :—

Upon the whole our Common Schools are undoubtedly improving. Though too little still, there is yet more attention paid to the important subject of elementary instruction than in past years.

consideration of a few pounds saved in the salary of a Teacher, yet, in general, in most of the School Sections, that have come under my notice, there has been no want of a desire to procure the services of the best instructors their circumstances would afford.

3. Judging more from what I have heard than from any opinion I can form myself, at present, I should say that Common School instruction is becoming, from year to year, better and more efficient throughout the District.

JAMES PADFIELD.

PERTH, February, 1848.

CHAPTER XV.

THE CHIEF SUPERINTENDENT'S FIRST OFFICIAL TOUR IN UPPER CANADA IN 1847.

At the latter end of July, 1847, the Chief Superintendent of Education addressed the following Letter to the Secretary of the Province, requesting the sanction of the Governor General-in-Council to his making an official visit to the various Counties in Upper Canada. His Letter fully explains the proposed object of these visits, and is as follows :—

I have the honour to submit to the favourable consideration of the Governor General-in-Council the propriety and advantage of my visiting each Municipal District in Upper Canada, during the autumn of the current year, in order to spend a day or two at a Meeting of the local School Superintendents, Clergy, Councillors and friends of Elementary Education in each District, (who might be disposed to attend.) This Meeting would be for the purpose of explaining every part of the School Law, (as embodied in the Common School Act of 1846,) and of considering the best means of improving and perfecting our Common School System ; and also of diffusing useful knowledge throughout the masses of our population.

2. I have made the apportionments ; prepared the Reports required for the current year, and disposed of the various questions which have been submitted to me from various parts of Western Canada, arising out of the discontinuing of the late, and the introduction of the present, School Act. The questions which may arise until towards the close of the year, requiring my constant presence, will not, I think, be numerous. I can also, in a short time after the arrival from Dublin of the Head Master of the Normal School, do what may be necessary to prepare for opening of that important Establishment.

3. Under these circumstances I think I can, without materially interfering with the ordinary duties of the Office, make arrangements to visit each Municipal District in Upper Canada, before the close of the year, for the purpose above stated,—should it be approved of by His Excellency-in-Council, and my travelling expenses allowed me—as I am quite unable to do so at my own expense, with the limited salary allowed me, and the greatly increased expenses to which I have been subjected by my removal from Cobourg, with an increase of salary of only £45 per annum—though, for seven months after my removal, I provided, at my own expense, Rooms for the Education Office, and for the Meetings of the Board of Education with the necessary attendance, and fuel for four months of that time.

4. I may observe, that the travelling expenses of my predecessor in office were paid. But had my salary been fixed at the amount originally stated—Five Hundred pounds (£500,)—I should have proposed to make all such tours at my own expense.

5. During my proposed tour, I should avail myself of the opportunity of distributing the School Reports, which the House of Assembly has ordered to be printed ; and I do not think the expense of the whole,—including the cost of travelling, and the distribution of the Reports, would exceed Seventy-Five pounds. (£75,) while I have reason to believe that much benefit to the interests of popular education in Upper Canada would be the result.

TORONTO, 30th of July, 1847.

EGERTON RYERSON.

REPLY OF THE PROVINCIAL SECRETARY TO THE FOREGOING LETTER.

To this Letter the following Reply was received :—

I have the honour, by command of the Governor General, to inform you, that His Excellency-in-Council has had under consideration your Letter of the 30th ultimo, submitting to His Excellency the propriety and advantage of your visiting personally each Municipal District in Upper Canada, during the present autumn, in order to spend a day or two at a Meeting of the local School Superintendents, Clergy, Councillors, and friends of Elementary Education in each District, in explaining every part of the School Law and considering the best means of improving, or perfecting, our Common School System, and of diffusing useful knowledge throughout the mass of our population; also praying that the expense attending such visitation, (which you estimate at Seventy-Five pounds. (£75,) may be allowed you. I have to state in reply that His Excellency has been pleased to concur in your suggestions, and to direct that the expense attending such visitation, provided it does not exceed the sum of Seventy-Five pounds (£75,) be defrayed at the public charge.

MONTREAL, 13th of August, 1847.

E. A. MEREDITH, Assistant Secretary, (West.)

II. PROGRAMME OF THE CHIEF SUPERINTENDENT'S FIRST OFFICIAL VISIT TO THE VARIOUS MUNICIPAL DISTRICTS IN 1847.

On receiving this Reply from the Provincial Secretary, the Chief Superintendent issued the following Circular :—

To the District School Superintendents, School Visitors, Trustees and Teachers of Common Schools in Upper Canada :

I have received the authority of His Excellency, the Governor General :—

To visit personally each Municipal District in Upper Canada, during the present autumn, in order to spend a day, or two, at a Meeting of the School Superintendents, Clergy, Councillors and friends of Elementary Education generally in each District,—in explaining every part of the School Law, and in considering the best means of improving and perfecting our Common School System, and of diffusing useful knowledge throughout the mass of our population.

2. With the view of accomplishing this task, I purpose to visit each of the Municipal Districts in Upper Canada at the time specified in the accompanying programme of visits, and at seven o'clock on the evening of the first day mentioned, in connection with each District, to deliver a public discourse on the Importance of Education to an Agricultural, and Free people.*

At 9 o'clock in the morning of the second day mentioned, in connection with each District, —I hope to meet the District School Superintendent, and as many of the Clergy, District Councillors, School Trustees, Teachers and Friends of Elementary Education as may attend, in order, as far as time will permit,

1. To answer any questions which may be proposed, and give any explanations which may be desired, respecting the several provisions of the Common School Law, (as embodied in the School Act of 1846).

2. To consider any suggestions, which may be made for its improvement.

3. To discuss the best means of promoting the efficiency of the Common Schools, and especially the time and mode of paying the annual Legislative School Grant,

4. To point out the importance and explain the facilities of the Provincial Normal School.

5. To suggest the propriety and means of Establishing Public School Libraries.

6. To advocate the expediency of publishing a Semi-monthly Journal of Education for Upper Canada.

As to the place for the meeting in each District,—it will be in the District Town; and, if the Sheriff will permit, at the Court House, where the District Council usually assembles. Perhaps some Place of Worship may be more convenient than the District Council Room, and may be offered to the District Superintendent—as the best place in which to assemble for the first evening's discourse.

It will be gratifying, and no doubt highly beneficial, if the Warden of the District can make it convenient to attend, and preside at the Meeting, held in his own District; and, it is respect-

*A copy of this Lecture will be found in Chapter XVI.

fully and earnestly requested, that as many of the Clergy and Councillors, School Trustees, Teachers and other friends of Public Education, as can do so, will attend, and take part in the proceedings of each Meeting.

It is suggested that each person be prepared to present, in writing, any inquiries, or propositions, he may think proper to make.

Should these Meetings prove acceptable and useful, they may be the precursors of similar, and more lengthened, official School Meetings, in each District.

The following are the dates at which, (D. V.,) the undersigned will be in the several Districts of Upper Canada, for the purposes above stated :

EGERTON RYERSON,

TORONTO, 1st September, 1847.

THE CHIEF SUPERINTENDENT'S PROGRAMME OF VISITS TO THE DISTRICTS IN 1847.

Districts.	Months.	Days of the Week.
Talbot	September 29 and 30	Wednesday and Thursday
Brock	October 1 and 2	Friday and Saturday
Wellington	" 4 " 5	Monday and Tuesday
Gore	" 7 " 8	Thursday and Friday
London	" 11 " 12	Monday and Tuesday
Huron	" 13 " 14	Wednesday and Thursday
Kent	" 18 " 19	Monday and Tuesday
Western	" 20 " 21	Wednesday and Thursday
Niagara	" 25 " 26	Monday and Tuesday
Eastern	November 3 and 4	Wednesday and Thursday
Ottawa	" 8 " 9	Monday and Tuesday
Dalhousie	" 10 " 11	Wednesday and Thursday
Bathurst	" 12 " 13	Friday and Saturday
Johnstown	" 15 " 16	Monday and Tuesday
Midland	" 17 " 18	Wednesday and Thursday
Prince Edward	" 19 " 20	Friday and Saturday
Victoria	" 22 " 23	Monday and Tuesday
Newcastle	" 24 " 25	Wednesday and Thursday
Colborne	" 26 " 27	Friday and Saturday
Simcoe	December 2 " 3	Thursday and Friday
Home	" 7 " 8	Tuesday and Wednesday

The local newspapers in the several Districts are respectfully requested to give notice of the time and place of the above Meetings in their District respectively,*

III. SUMMARY ACCOUNT OF THE EFFECT OF THESE OFFICIAL VISITS TO THE DISTRICTS.

In order to place on record an account of the effect of this first official visit of the Chief Superintendent of Education to the several Districts of Upper Canada, I select the following from the *British Colonist* newspaper, by Mr. Hugh Scobie, a Member of the Upper Canada Board of Education.

The Reverend Doctor Ryerson, Chief Superintendent of Schools for Upper Canada, is proceeding with his visits to the several Districts of the Province, and we hear most favourable accounts of his progress.

The Reverend Superintendent has been met and received in a proper and becoming manner, in the different places, which he has visited ; and the proceedings, at the various conferences, have been of the most gratifying description,—shewing the great interest that is felt in the successful working of the Common School Act of 1846.

*Among the many references in the local newspapers to the great value and importance to the Country of this proposed official visit of the Chief Superintendent was the following from the *Christian Guardian* of the 6th of October, 1847 : “ We are impressed with the highly important objects of Doctor Ryerson's visit and doubt not but that its effects will be strongly visible in the fresh impetus that will be thereby given to elementary instruction ” . . .

The course which the Chief Superintendent pursues, is to address the School Trustees, Teachers, and others, who assemble to receive him at each place, in reference to the School Law, and the importance to the Country of a sound System of General Education, suited to the daily pursuits of the inhabitants ; and also to answer such questions as may be put to him, in connection with these subjects.

Doctor Ryerson was at London while the Council for the London District was in Session, and he had, therefore, an opportunity to address that Body. The Councillors listened with the greatest attention to his address ; and the satisfaction which they experienced on that occasion was acknowledged by a cordial vote of thanks to the Superintendent.

While at Hamilton, during the Provincial Agricultural Exhibition, the Editor of this Paper attended Doctor Ryerson's Lecture, on the "Importance of Education to an Agricultural People." The audience was highly respectable. Among others, there were present, the Warden of the Gore District, (who presided ;) Members of the District Council, the District Superintendent of Schools, and several Clergymen. The subject of the Lecture was such, as to elicit the sympathy of the audience in its favour ; and the satisfaction of those present with the very able manner in which it was treated, was warmly manifested by the auditory, during the delivery of the Address. (*British Colonist of the 22 of October, 1847.*)

IV. DOCTOR RYERSON'S PERSONAL ACCOUNT OF HIS FIRST OFFICIAL VISIT TO THE DISTRICTS IN 1847.

The Official Visit of the Chief Superintendent of Education to the various Municipal Districts in 1847, was, in reality, somewhat of a tentative experiment. A good deal of uncertainty prevailed in some quarters as to the character and effect of the then recent School Legislation. In many other quarters, misstatements had been made through ignorance, or otherwise, (as shown in Chapter XIII,) as to the actual nature and effect of the several provisions of the School Act of 1846. It was, therefore, deemed advisable by the Chief Superintendent that he should undertake the duty of explaining the scope and purpose of that Act, and of conferring with parties in the various Municipal Districts, who were desirous of obtaining information on the subject.

During the interval of his absence from the Education Department, I was directed to deal with the ordinary matters and routine of the Office, as occasion required,—reserving only such cases as needed special directions from the Chief.

As the proceedings of several of the Meetings, held by the Chief Superintendent, were characterized by more, or less, of interest, or had some amusing incident connected with them, Doctor Ryerson wrote several private Letters to me in regard to them. I shall, however, only give extracts from a few of them, as the allusions in others of these Letters would not be understood, at this distance of time. In a Letter to me from Brantford, dated the 3rd of October, 1847, he said :—

I came here last evening from Woodstock. . . . The School Meetings at Woodstock and Simcoe were completely successful, and highly gratifying. Not a vestige of opposition remained among all parties present to the present School Act, or the System,—and an unanimous vote of thanks was presented to me at each Meeting.

A greatly increased interest was awakened up among the people on the subject of Schools and Libraries and the Normal School : About twenty names were given in at the Meeting, (in the neighborhood of Simcoe), for the proposed *Journal of Education*, and as many at Woodstock. It was confidently stated that as many as seventy-five at least would be taken in the Talbot District, and that at least as many copies as there were School Sections would be taken in the Brock District. I think there is but little doubt, therefore, as to our publishing it. Indeed the desire for it seems to be universal. . . .

I leave for Guelph (47 miles distant,) in a private conveyance,—there being no stage. . . .

Your account of the death of Bishop Power astounded, and deeply affected, me. He was a very valuable Member of our Provincial Board, and an exceedingly agreeable and amiable man.

On the 11th and 13th of October, 1847, Doctor Ryerson wrote me two Letters from London, in regard to the progress and success of his tour. I make the following extracts from them:—

I arrived here on the 9th, and found the District Municipal Council in session. In accordance with the wishes of the Warden, I addressed the Council in the afternoon, on the provisions of the School Law of 1846, in reference to the duties and powers of the Council. I afterwards received an unanimous vote of the Council for my present of the Irish National School Books, and for the exposition of the law which I had given to the Council.

From my experience thus far, I have reason to believe that my visit will be of immense service to the cause of Common School Education.

I have to-day had the School Meeting for the District—consisting of intelligent School Trustees and others, for more than twenty miles distant. It was the most thorough and the most gratifying Meeting that I have yet witnessed. Almost every part of the School System was discussed, and every feature of it triumphed completely, and with an enthusiastic unanimity which has scarcely yet been equalled. The Honourable G. J. Goodhue presided.

I am assured by the persons present at these Meetings, that more copies of the *Journal of Education* will be taken than there are School Sections in the District. The same was stated and pledged at the meeting in Guelph and Woodstock. Several promising young men will go from this District to the Normal School.

I deliver a second Lecture here on Friday evening on “The Importance of Education to a Manufacturing and Free People,” and will go to Chatham on Saturday. . . I had a crowded house, and a deeply interested audience last night. I have no doubt now of the complete success of my visit.

Two Letters were written to me by Doctor Ryerson from Chatham on the 18th and 19th of October, 1847. The following are extracts from them:—

(18th) My journey from London to Goderich and back again was through hail, snow and rain from above, and an almost uninterrupted sea of mud beneath,—such as I never passed through for so great a distance. But I have no reason to regret the exposure, and fatigues of the journey—having fully accomplished the objects of it.

(19th) I delivered a Lecture last night of two hours length on “The Importance of Education to an Agricultural People” to a deeply attentive audience, and have been solicited to-day, by some of the principal Gentlemen in the place, to let them have it for publication.

We have had to-day a long, and interesting, and, as in other places, a completely successful School Meeting, the High Sheriff was in the Chair; and the Editor of the local paper, (*The Gleaner*), was Secretary. One Councillor made a formal attack upon the School Act of 1846, and the waste of the School Fund in salaries, etcetera, in the true style of such opponents of our School System, as the Gore and Newcastle District Council. When I showed that, not one penny of the School Fund had been expended for any of these purposes, and that every point objected to had grown out of the late School Act of 1843, and for which the present Act provided a remedy; and as I exposed what I, termed the unparalleled and inexcusable ignorance of the Councillor, the Meeting cheered unanimously, (except the Councillor), who hastened out of the House and left the Meeting. At the close, the Meeting passed an unanimous vote of thanks for my explanations, etcetera. . . All speak of the great advantage of such a School visit to the several Districts.

After finishing his Western tour, Doctor Ryerson returned to Toronto—thence to Montreal, from which place his Eastern tour began. The following Letter to me was dated Brockville, November the 16th, 1847:—

The night of the meeting at Cornwall it rained very hard; but there was a respectable attendance at my Lecture of both Ladies and Gentlemen,—among them two Members of Parliament. One of them presided next day, and everything went off in the most gratifying manner. . . The Meeting at Bytown embraced all the Gentry of the Town, and a great course was present. Nothing could have been more agreeable than the result of next day's proceedings.

At Perth I lectured two evenings in succession to large assemblages, embracing the Clergy and Gentry of the Town; and, after a most thorough questioning by some shrewd and out and out oppositionists men, they all with one voice gave in their adhesion to the School Law and to

the doings of the Chief Superintendent of Education. At 3 O'Clock P.M. I preached in the Kirk to the largest assemblage I have addressed for years. At the School Meeting last night, here in Brockville, the Court House was regularly jammed—both standing and sitting room full. To-day the Meeting was large, and Resolutions were unanimously adopted of the most approving and flattering character, in regard to my Lecture, as well as my explanations and suggestions. I proceed to Kingston in the morning. Everywhere there is a loud call for a repetition of such visits. I expect I shall have to follow them up in future years.

Doctor Ryerson's last Letter to me, (which I shall insert), was dated Port Hope, 25th of November, 1847. In it, he gives rather an amusing account of his meeting with those who had led the van of the strenuous opponents of the School Law of 1846, and the author of the then notable "Circular" from the Warden of the Newcastle District, (on page 118), and the still more memorable Report of the Gore District Council, (page 114) on the difficulties and perplexities and pernicious character of that School Law.

After the close of the meeting at Cobourg I came to this place this evening, in order to get to Peterborough to-morrow.

I received your welcome favour at Belleville. I am very glad to hear of your increased numbers at the Normal School. I think the number will be greatly increased during the Session.

I think I mentioned the very large and respectable attendance at the Brockville Meeting; it was equally so at Kingston, Picton and Belleville—also at Cobourg, considering the weather;—The Reverend Doctor Bethune, Sheriff Ruttan, the Honourable George S. Boulton, and others attending.

At Kingston the Quarter Sessions adjourned at half-past 3, in order that the Court Room might be prepared for my Lecture in the evening; and in the evening the Corporation of the City adjourned, in order to attend the lecture. The room was brilliantly lighted. I was more than usually animated, and was much cheered throughout my Lecture of two hours long.

The Mayor of the City of Kingston attended next day, and took a lively interest in the proceedings, which were of the most gratifying character. I proceeded the same evening to Picton, and had a large and attentive audience there. The next day the "opposition," through their leaders, mustered all their strength, in the way of questions and objections, and were as completely "used up" by the confessions of all parties, and the feelings of the Meeting as one could desire.

In Belleville we had a noble Meeting, both in the evening and on the following day, though it rained hard at the time.

At Cobourg I lectured in the large room of the Globe Hotel. At the Meeting to-day, I took up the "Circular Letter" of the Warden, (Mr. Reid,) a copy of which had been furnished me at Kingston by the direction of Mr. Marks, the Warden of the Midland District.

The Council of the Newcastle District had requested the Warden to meet me, in consequence of my Letter to him of the 2nd of November, (see page 119). He promised to do so; but he was not present—being ill. Mr. John Creighton, the only District Councillor at the Meeting, on my first allusion to the matter, (without letting me enter into the subject) rose, and entered into a lengthened explanation and defence of the course taken by the Council and the Warden. I then examined and refuted the statements of the "Circular Letter," after which Mr. Creighton admitted that the statements in it were not correct, and said that the Council was not responsible for them, as it had never heard the Letter read, until it was read at the last Meeting.

The Sheriff (Ruttan), and the Honourable G. S. Boulton, said they had never heard of the Letter before, and condemned both the matter and manner of it in strong terms,—said the people of the District were not dissatisfied with the School Law,—pronounced it as the best Law of the kind that we had ever yet had, and complimented me in strong terms. Their remarks were unanimously and warmly cheered at the conclusion.

Mr. Sheriff Ruttan moved, seconded by Mr. Creighton, (who openly acknowledged his change of sentiments, in regard to the School Law, and his obligations to me,) a Resolution approving of the law and thanking me. The Editor of the "*Star*" was present—and took copious notes of the speeches.

I forgot to enquire what the Eastern, Dalhousie and Bathurst District Councils had done in reference to the "Circular Letter" of the Warden of the Newcastle District; but I learned that it was discountenanced by the Councils of the Johnstown, Midland, Prince Edward and

Victoria Districts,—and that even, before my visit to these Districts. The law is sure to triumph.

It has been affecting in some instances, to witness the grateful feelings of the people when I have explained the manner in which the School Law can be rendered available to their interests, and the advantages, both in regard to their convenience and interests, which it possesses over every proceeding School Law which they have had. . . .

I leave to-morrow morning for Peterborough, and hope, (D.V.), to be at home by Tuesday.
 PORT HOPE, 25th November, 1847. EGERTON RYERSON.

V. AGRICULTURE AS IT WAS PRACTISED IN UPPER CANADA IN 1847.

As the Chief Superintendent had arranged to deliver an Address during his Official Visits to the various Districts in Upper Canada on "The Importance of Education to an Agricultural People," he received an interesting Letter from a Gentleman in the Western part of the Province on the subject.

In this Letter, the Writer gives the results of his own experience, in regard to the then state and progress of Agriculture in the London District. I insert a copy of the Letter, on account of its historical value in connection with the subject of the Lecture, which Dr. Ryerson proposed to deliver in the District in which the Writer resided, and to which his remarks referred. This incidental record of the condition of agriculture in a comparatively new part of Upper Canada, in 1847, illustrates very strikingly how little was known and practised of the scientific methods of agriculture, now so generally understood, and which are also so characteristic of farming in these latter days.

Nothing could have been more opportune, as a literary object-lesson, of the state of agricultural knowledge of the London District—and generally so in the other Districts of the Province—than this Letter, as it gave an additional point to the timely lessons contained in the Lecture, on the subject of Agriculture, which the Chief Superintendent delivered, during his official visit, in each of the Districts of Upper Canada, in 1847. The Letter proceeded :—

As you are about to address the community of this place on the importance of extended education of the masses ; and, amongst other topics, that of Agriculture, will be, perhaps, particularly remarked upon, as of the greatest importance to an almost exclusively agricultural community, I take the liberty of giving you the result of part of my enquiries on the subject in this District for the last three years, . . . as I think the importance of the subject is quite sufficient to plead my excuse, should any be required.

WHAT IS THE CAUSE OF SO MUCH OF THE ALLEGED FAILURE IN FARMING ?

2. Agriculture is a science, in which I take a very great interest ; and this interest leads me continually to make enquiries in localities, where I may happen to be.

On first coming to London, I heard complaints from the Farmers on all hands about their wheat being winter-killed, rusted and deficient in yield ; that their crops of hay, &c. &c., were under a fair average, and that prices were consequently ruinously low. It appeared to me, on reflection that there was no peculiarity in the climate sufficient to account for a great part of this, and the conclusion necessarily forced itself on me, that the defect lay in the Farmer, or in the soil, or most likely in both ; in which latter opinion, I do not hesitate to assert that I am correct.

INQUIRY INTO THE CAUSES OF THESE ALLEGED FAILURES IN FARMING.

My attention was at first directed to the diseases to which the wheat crop seemed particularly liable in this part of the country, and first I examined the soil, which I found to be in the majority of instances, a sandy loam, and which, when tested with acids, gave no indication

whatever of containing any constituents in the shape of free alkalies, and consisted apparently of nothing but humus, *i. e.* ordinary vegetable mould, and silex, for common quartz sand, with some iron; though there is, no doubt, it contains a small proportion of the alkalies, in the shape of insoluble combinations which give up their fertilizing properties so slowly as to yield the agriculturist, in ordinary seasons, but a small return for his labour; and, to this, must be ascribed the exceeding small average of this District, which, in the shape of wheat only, returns between ten and fifteen bushels to the acre, according to the best information I have been able to collect. This average includes bad and good seasons, and many a farmer here obtains nothing like that return from his ground.

RESULTS TO THE FARMERS HERE, DURING THE SEASON OF 1847.

This season, having been remarkably favourable, is, of course, an exception to the rule. I have examined the soil in various parts of the District, videlicet, at Port Talbot, Port Stanley, Saint Thomas, and in this neighborhood, and find, that the surface is generally of the character mentioned above, intermixed, occasionally, with yellow clay, of no better agricultural capabilities; and I must confess, that I was at first puzzled to account for such land yielding good crops in any season, without a liberal application of farm-yard manure; but, it must be borne in mind, that under ordinary circumstances, the large quantity of wood ashes, made in clearing the land, would afford a good supply of free potash and other salts, to be used as food by the crops for some years then to come; hence, the fair crops obtained at first, and, at last, the exhaustion arrived at sooner or later, after some years cropping, when an almost hopeless barrenness is the result; and such is the condition of our old cleared lands, which have not been liberally manured.

A REMEDY FOR THIS BARRENNESS PROVIDED, IF THE FARMERS ONLY KNEW.

I desire now, however, to shew how bountifully the Almighty has provided a rich manure, accessible to every Farmer, if he knew it, on his own land, by the use of which, the necessary qualities may be imparted to the soil, to give it over an average fertility; and this is the blue clay, or "hard pan," which obtains in all of this District, at different depths under the whole surface.

This blue clay is a marl, rich in lime, and the alkalies. The lime contains, (in the shape of chalk) carbonate of lime of over thirty-five per cent.; and it also contains the other alkalies, or potash, at least in large proportions, there can, from inference, be no doubt, as it makes such excellent bricks;—the combination of potash, or soda, lime and silex being, under powerful heat, glass.

A dressing of blue clay to the land, (applied about this time, that the winter frosts may act upon it, and thus pulverize it, and per-oxidise the iron it contains), of fifty loads, each containing fifty barrels of twelve bushels, in all, six hundred bushels, would give over an equivalent to eighty bushels of lime shells, *i. e.*, fresh from the kiln, or unslacked, with other alkalies, and would, on sandy soils, sensibly improve their texture.

The above is sufficient to show that a little agricultural science and common sense, (enough to conduct an ordinary chemical analysis), would prevent farmers here from throwing away time and labour as they do on soils, which can give but a poor return without such aids.

LONDON, (C.W.), 11th of October, 1847.

JAMES HAMILTON.

CHAPTER XVI.

THE IMPORTANCE OF EDUCATION TO AN AGRICULTURAL PEOPLE.

The following is a copy of the Lecture which the Chief Superintendent of Education delivered on the evening of the first day of his first official visit, as Chief Superintendent, to the various Municipal Districts in Upper Canada, September—November, 1847.

In my published Circular, addressed to the Common School Officers of the several Municipal Districts, on the 1st of September last,* I intimated my intention of addressing you on the

*For this Circular, see page 134 of this Volume.

“Importance of Education to an Agricultural, a Manufacturing, and a Free People ;” a subject ample to fill a volume, and any one part of which is more than sufficient to exhaust the time that I can hope for your willing attention. My remarks must, therefore, be in proportion to the time allotted for a public discourse, and not to the magnitude of the subject itself.

WHAT IS EDUCATION ? AND FOR WHAT DOES IT FIT A PERSON ?

Man is endowed by his Maker with physical, intellectual and moral powers ; he sustains a three-fold relation to the world around him, according to the three-fold class of powers with which he is endowed ; he requires a corresponding preparation for the duties of that three-fold relation. That preparation is properly termed Education. It is our apprenticeship for the business of life. The rudiments of that apprenticeship are the same in all departments of life ; but it varies in its more advanced stages, according to the particular profession, or employment, which we may pursue, whether of law, or medicine, agriculture, commerce, or mechanics, etcetera. What is rudimental, or elementary, in Education is essential to the successful pursuit of any one of the several departments of human activity and enterprise. All must learn to read, to write, to calculate, to use their native tongue,—the farmer as well as the lawyer, the mechanic as well as the physician ; in addition to which, each must learn that which will give him skill in his own peculiar employment.

Agriculture constitutes the most extensive, as well as most important, branch of human industry ; and the importance of Education to an Agricultural people is the first topic on which I am to address you ; the topic to which I shall devote the present discourse.

KIND OF EDUCATION WHICH OUR AGRICULTURAL PEOPLE REQUIRE.

But when I speak of Education, in reference to Agriculture, I do not mean the same thing as when I speak of it in reference to navigation, or manufactures, or commerce, or to the learned professions. I mean such an Education as the successful pursuit of Agriculture requires—such an Education as the interests of an Agricultural people demand. There is, indeed, a kind of Education, so called, which is often both protracted and expensive, and which is sometimes given to farmers’ sons, but which is the reverse of any connection with Agriculture—which indisposes to it—which alienates from it—which excites contempt for it. But the application of the term Education to such a course of instruction, is a misnomer ; it is an abuse of it, as the infliction of such a training is an abuse of the youth who is subjected to it. Yet the disappointment and bitter fruits produced by this false Education,—and almost as common as it is false,—has created not a little prejudice, on the part of many agriculturists, against Education itself, and a wide spread indifference to it. But, as well might we object to Government itself, on account of the abuses which have been fostered and practised under its auspices ; as well might we be indifferent to Commerce and Agriculture, on account of the frauds and follies which have been committed, by cupidity and ignorance, in the pursuit of them ; as well might we reject Christianity itself, because of the vanities and corruptions, and inhumanities which have borrowed its name. The fact is, that the Education of agriculturists has formed no part of the policy, or care of Governments,—and especially of our own,—down to a very recent period. Ample foundations were provided, and liberal endowments made, for classical, theological, medical, and legal, Education ; Military and Naval, and Commercial Schools, and Schools of Art, have also been established ; but where has any provision been made for the Education of agriculturists ?* Though the most numerous class of the population of every civilized country, the Education of farmers, until within the last few years, has not so much as entered into the councils of Governments, or given birth to a single school adapted to their wants ! The reason is found in the history of all the old Governments of the day. The lands of those Governments were originally parcelled out and transmitted from generation to generation, not to the many, but to the few ; not to the body of the nation, but to the heroes and favourites of the Sovereign—designated Lords and Nobles. Thus the proprietors and tillers of the soil became two distinct classes,—as much as the proprietors and slaves of the Southern States of the neighbouring Republic ; and the Education of the latter, so far from having been provided for, was regarded as treason against the former. The Kings and few Nobles had shut out the masses of their fellow-countrymen from all proprietorship in the soil, and they resolved equally to preclude them from all the treasures of mind. The people at large were regarded as mere machines, designed for the use and benefit of others,—as various other animals—fit only to fight and labour for their masters. Their value consisted in their bones and muscles ; and muscular training, like that of horses and oxen, constituted their Education. They were trained to follow the plough, as were the horse and the ox to draw it ; but the philosophy of the process was as unknown to the one as to the other. They were drilled into the use of various im-

* Written in 1847, just before a successful effort was made to teach Agricultural Chemistry to the students of the Normal School, (in 1848.)

plements of husbandry, and different kinds of labour, according as they were driven, or commanded; and so were the cattle employed with them. But, wherefore the selection of different soils for different purposes—wherefore the different processes to which they were subjected—wherefore the rotation of crops and the various modes of cultivating them—wherefore the peculiar construction of the implements and machinery worked by them—wherefore the times and seasons of disposing of the fruits of their own labour to advantage, and how, and when, to provide for it—what and wherefore the principles of trade—and how to make the requisite calculations, and keep the needful accounts, to effect the advantageous disposal of agricultural productions and ascertain the results—and how the proceeds of these might be applied for the promotion of personal, domestic and social enjoyment,—all these branches of knowledge were scarcely less within the conceptions of the labouring farmer than within those of the labouring ox. The approbation of his master was the height of his ambition, as it was of the dog which accompanied him; and a coarse supply against hunger and cold was the beau-ideal of his domestic comfort and independence. Thus the proprietorship of the soil made a lord; while the cultivation of it constituted a slave; or, as he was legally designated for many ages, “a villain.” The profession of arms,—which, in former times, was but another name for rapine, bloodshed and murder,—held the pre-eminence for ages in dignity and power; the profession of the Priesthood subsequently reduced the representative of Mars to a second rank in the State; at length, the profession of Law fairly disputed pre-eminence with the priest and the soldier; but the profession of the farmer, though respected in Egypt, Greece and Rome from the earliest ages, was viewed as a servile employment, appropriate only to serfs and slaves, until since the periods of the American and French Revolutions, and, especially, in Europe since the NAPOLEON conquests and his overthrow. These great and fearful catastrophes have been over-ruled by Providential wisdom and goodness for the promotion of human happiness. The old foundations of feudalism were shaken; and, in some instances, broken up; the lands of a country began to be distributed among the inhabitants of it; rulers began to learn that they must, henceforth, govern through the understanding and affections of their subjects, rather than by the sword and bayonet, and hence they began to cultivate those understandings and affections; the tillers of the soil began to rise into proprietors, and, as they commanded attention and solicitude by their numbers, they now began to command respect by their position. In Germany and France the public systems of Education have respect to Agriculture, as well as to the Professions and Trades. Patriotism and the progress of popular principles of government are doing in England what revolutions have prompted on the Continent, and what experience is creating in the United States of America; and the proposition recently introduced into our Legislature to establish an Agricultural School and Model Farm in connexion with the improved Grammar School of each District, is an important step in the same direction.*

ALL KNOWN AGRICULTURAL KNOWLEDGE IS AVAILABLE TO THE CANADIAN FARMER.

In Canada, proprietorship in the soil is almost co-extensive with its culture; and every farmer should embody, in his own person, the practical knowledge possessed in Europe by the proprietors, their agents, or middlemen, their overseers and labourers,—for he performs the offices of all these, though on a limited scale, in his own little domain. In the temperate climate and appropriate seasons the varied and fertile soil, the undulating, or level, surface, if not in its geographical position, Divine Providence has especially marked out Upper Canada for Agriculture, and has destined the mass of its inhabitants to be “tillers of the ground.” We have not the cotton fields of the Southern States, or the vineyards of France, or the foreign inland trade of Germany, or the mineral treasures of England,—though, in some of these, we are not altogether deficient, and we may yet be found to abound in others;—but we have inexhaustible mines of virtuous wealth in our fields and forests; and the development of that wealth must constitute the leading employment and controlling interest of Upper Canada. The agriculturists are likely to continue to be, as they now are, the people of Canada. The commercial and manufacturing interests are mere offshoots of the agricultural; extend them as you please, and the wider the better, and they cannot ever employ a twentieth of the population; magnify them as you may, they will be small fractions of the mass, depending both for their character and existence upon the agricultural population. The increasing tens of thousands who are migrating to and growing up in our Country will be chiefly agricultural. Its laws will be given, its commerce and manufactures will be regulated, the character of its government will be determined, and its interests will be decided by an agricultural population. Our Counties will give laws to Towns, and not Towns to Counties; and, whether patriotism, or faction, prevail in the councils of the Government, or, whether quietness, or commotion, reign throughout the land, will depend upon the farmers of Canada; and they will be the arbiters, whoever may be the originators, of our Country's destinies.

* This was provided for in the Macdonald Grammar School Amendment Bill of 1847. See pages 11 and 49.

† Later geological explorations have shown that we in Canada are as rich in Mineral Resources as any Country in the World.

NECESSITY OF PROVISION FOR AGRICULTURAL EDUCATION BEING MADE IN CANADA.

Why, then, of all classes in the Country, should the farmers, as a body, be the least educated? Why should Institutions be endowed for the education of lawyers, and none for the education of farmers? Are the former so much more important than the latter? Why should not the farmer speak and write his mother tongue as correctly as the lawyer? and why should he not understand the Government and institutions, and domestic and foreign interests of the Country as well? And why should he not, with equal ability and intelligence, represent and advance its interests? An educated lawyer, rich in mental treasures, refined in taste, honest in principle, sound in judgment, eloquent in speech, with active faculties and habits, is undoubtedly an ornament, a safeguard, a blessing to any Country; but he is so, not because he is a lawyer, but because he is a man of knowledge, talent and virtue—endowments which if equally possessed by the farmer, or mechanic, will make him equally a guardian, an honour, and benefactor of his Country. It is the man, and not the profession, which constitutes the character. And it is the mind—in the largest sense of the term, including the conscience and the affections, as well as the understanding,—which makes the man; and it is the culture of this which makes the difference between savage and civilized nations,—between the boor and the scholar, the statesman and the peasant,—between BACON, when he was learning his A-B-C's, and BACON, after he had made the circle of the sciences,—between NEWTON, when he was keeping sheep, and NEWTON, when he was explaining the laws of the universe,—between the least educated farmer in Canada and the Head of the Government. Mind is the gift of God, and to the farmer, not less than to the philosopher; but the development of mind, in the different departments of human knowledge and human industry, is the work of man. And the power of each individual, or of each class of individuals in a community, is in proportion to their intellectual and moral development. It is this which makes the Bar the guides of public opinion and rulers of the land, though constituting less than one per cent. of the population; it is the absence of this which leaves the agriculturists almost without a representative in the administration of civil affairs, though constituting nine-tenths of the entire population. Ought this so to be? Ought not the positive, as well as negative, power of farmers in public affairs be in proportion to their numbers and wealth? This doubtless ought to be; but it cannot be so until the education of farmers generally is equal to that of other classes of the community. And this is the first ground, on which I urge the importance of education to an agricultural people, that they may occupy their appropriate position of power and influence, in comparison with the other classes of the population.

II. Another ground on which I would urge the education of farmers is, that they may enjoy the contentment and happiness of which agricultural life is susceptible. To be born, to eat, to drink, to grow up, to toil, to decay and die, is the mere life of animals: and human beings that do and know no more, rise not above the animal tribes. Such ignorance may be bliss, but it is not the bliss of intellectual beings. And who wishes any portion of our Country's population to be reduced or suffered to remain in such a state of degradation? a state dangerous alike to liberty and law, and destructive of rational happiness. To such a state there is a tendency in a rural community, the members of which are sparsely settled, isolated from each other, and wholly occupied in providing for physical wants. Their views, their feelings, their enjoyments, are thus liable to become materialized; and what they shall eat and drink, and wherewithal they shall be clothed, forms the limit of their ambition and pursuits. The aspiring and active minds in such a community, who look beyond this nutshell of materialism, are apt to associate such narrowness of thought and enjoyment with agriculture itself, to view it with contempt and disgust, and, in order to attain to a position of importance and influence, betake themselves to other fields of enterprise and activity. Thus the agricultural class loses its most promising and gifted members, and sustains a corresponding loss in the scale of social progress and influence.

BOYS SHOULD NOT LEAVE THE FARM FROM MERE INCLINATION, BUT FROM STRONG CONVICTION.

It is not, indeed, to be supposed, nor is it to be desired, that the sons of agriculture should, in all cases, follow the business of their fathers, as was required by law in regard to all the professions and trades in ancient Egypt, and as is still the case among some nations of Asia. This principle of caste, is not compatible with civil freedom, nor with the free scope of individual enterprise, or with the essential conditions of public prosperity. In a free state of society, where agriculture has unrestricted and profitable intercourse with all other interests, it is to be expected that peculiar talents, inclinations, and circumstances will prompt many changes from agricultural to commercial, manufacturing and professional, life. And it is well that all other pursuits should thus be connected with the farm-house. But such changes should not be dictated by any supposed meanness in the farm-house, as a mere manerie,—or in the farm, as a place of manual labour,—but from the same considerations which govern the scions of noble families to pursue arms, or law, or commerce, or agriculture. And this will be the case, provided the farm-house be equally with the house of the merchant, or manufacturer, or lawyer,

the abode of intelligence and rational enjoyment, and, therefore, of respectability and honour. And when the farm-house is thus the abode of moral and intellectual warmth, as well as of material plenty, few will be disposed to exchange its virtuous quiet for the chances and turmoil of other pursuits. Let the farmer's fireside be the place of reading, reflection and conversation, such as appertain to intelligent and improving minds, and where is there a scene more attractive? Where can the bricks and mortar of a city present abodes of safety and enjoyment comparable with the rural residences of a peaceful, a virtuous and an intelligent population? The absence of variety of subjects to stimulate curiosity, leaves the mind free to read the works of the wise and good of all nations and of all times, given, as they are, to the farmer in his own native tongue, his accustomed solitude and quiet give scope to his own reflections upon this growing knowledge. While his opportunities of conversation in his family and neighbourhood are just frequent enough to make it ever agreeable. Not to dwell upon the pleasures of reading and thought,—how are those pleasures diffused and multiplied by conversation in the family and neighbourhood! The family needs not ingress, or egress, for its amusement, or delight, for it lives, farm-like, within itself; and so much the better, as the youthful race grow up into the enjoyments of their parents. And the neighbourhood is not dull for good society, as some superficial citizens may think; but glows daily with the pleasures of sensible and refined conversation,—such as is not often the saloons of wealth and fashion, but is already in some instances found, and ought every where to abound, in the calm country retreat, in the farm-house and fields, and groves and walks of our rural districts.'

THE PRACTICE OF AGRICULTURE COMPARED WITH OTHER PURSUITS.

I think there is no secular employment to which one becomes so much attached, and which affords such increased pleasure in its pursuit, as agriculture, carried on scientifically and to the best advantage. Other employments are chosen and followed with view to their profits, and are usually abandoned, as soon as a fortune is amassed; but every step in the progress and improvement of agriculture adds a fresh charm to its pursuit, while its results present fresh beauties to the eye, and create new sources of physical and intellectual enjoyment. The hand of industry will add ever growing beauties and attractions to the cottager's acre and the landlord's domain. In the chemistry of his soils and manures, in the botany and vegetable physiology of his garden, fields and forests; in the animal physiology of his stock and poultry, in the hydraulics of his streams and rivulets, and the geology and mineralogy of their banks, in the mechanics of his tools, and the natural philosophy of the seasons, and the application of this varied knowledge to the culture of his lands, the care of his flocks, and the improvement of his estate, he finds exhaustless subjects of inquiry, conversation and interest, and all connected with his own possession, associated with his own home, and involved in his own prosperity.

Thus, by observation, experiments and labours, each field and forest, each orchard and grove, each garden and walk, each hill and vale, each rock and rill, will become endeared by a thousand pleasing recollections and delightful associations, from youth to old age, and, thus, will the Canadian farmer's place of abode be his earthly paradise; and no Highlander will sing with more enthusiasm of his native hills and glens than will the educated farmer of Canada contemplate his native, or adopted, home. It is well known that General WASHINGTON, after he had succeeded in founding the American Republic, devoted himself to the cultivation of his farm at Mount Vernon. He had attained high military distinction in being the first, as well as

*Note by the Editor of this Volume: While Editor of the *Journal of Education for Upper Canada*, I frequently inserted extracts from speeches and addresses on the subject of "Boys leaving the Farm." The following are one or two of these extracts. The President of the Provincial Agricultural Association in 1871, appealed to Farmers to make their calling attractive to their sons, and to introduce a little taste into his surroundings. . . . The old homestead should be "a thing of beauty" as well as of use. . . . The bleak and barren birthplace can produce no feeling of love, no wish to live the homely life of the Farmer, but rather drives the boys from it and they seek other more genial pursuits.

In the *Journal of Education* for April, 1869, an article from the *Montreal Gazette* is another strong appeal to Farmers to try to make the home, not only a home of comfort, but a home of beauty and taste, of which their children may be proud. . . .

The interior of many a farm house is thus sketched by another Writer in the *Journal of Education* for April, 1869. The picture is still too true even yet:

The farm house is unattractive inside and out. The parlour has the furniture of years ago. Nothing has been added, or changed, and dismal as it is, it is rarely, if ever, opened more than two or three times a year. The Sitting Room is a poor edition of the Parlour. . . . But, how can the boy be kept at home on the farm? By giving him there all that he can find elsewhere. Make the Parlour more beautiful, with paint and wall paper and good and pretty pictures. Have a neat carpet and some nice chairs, and a few fancy things—all costing but a few dollars, but priceless in their quiet home influence on the boy's early life. Then a few books, and, above all, some of the rare courtesies of home in the daily life. . . .

last, successful opposer of British power and prowess, and in establishing a new system of Government ; but in his last and ripest years, this remarkable man stated the results of his own experience in the following terms :

“The more I am acquainted with agricultural affairs, the more I am pleased with them ; inso-much that I can nowhere find so great satisfaction as in those innocent and useful pursuits. In indulging these feelings I am led to reflect how much more delightful to the undebauched mind, is the task of making improvement on the earth, than all the vain glory which can be acquired from ravaging it by the most uninterrupted career of conquest. And I know of no pursuit in which more real and important services can be rendered to any country than by improving its agriculture.”

THE ECONOMY OF INTELLIGENT SCIENTIFIC FARMING.

III. But, there is another ground on which the importance of education is commended to the most earnest attention of farmers : It is the advantage, which it gives them in pursuing their business in the most economical and profitable manner : it contributes to their gain, as well as to their happiness. It is power created and labour saved. In manufactures and commerce, the application of science is felt to be essential to success in this age of improvement and keen competition. Old modes of manufacture would be ruinous, as would old modes of travelling and trans-shipment. The Cotton Gin, by employing a new mode of separating the seed from the material, which adheres to it, has added one-third to the value of all the cotton-growing lands of America and other countries ; the Spinning-Jenny and Power-Loom have reduced the expense on all wearing apparel two-thirds, so that the people of this age can clothe themselves for one-third of the expense incurred by their forefathers ; the invention and improved application of machinery have reduced the average prices of Sheffield hardware and cutlery more than sixty per cent since 1818 ; steam has superseded animal power, and even the winds of heaven, and brought distant Continents into convenient neighbourhood with each other ; men travel by steam, print newspapers and books by steam, and talk by lightning. And the employment of these and innumerable other inventions and improvements is absolutely essential to the least success in both commerce and manufactures. And are the agriculturists of Canada alone to remain where they were half a century ago ? Have chemistry and mechanics done so much for manufactures and commerce, and have they done nothing for agriculture ? And are several other branches of natural science to bring so much gain to the trader, and contribute nothing to the profits of the farmer ? It remains for farmers to say whether it shall be so or not. An agricultural education will be as advantageous to the farmer as a professional one to the lawyer, or a commercial and mechanical one to the trader, or engineer. Take two or three examples, out of a multitude which might be adduced, did time permit.

First, in reference to the soil, on the productiveness of which depends the farmer's interests and hopes, and as to the application of chemistry to its cultivation and improvement. Let Sir HUMPHREY DAVY speak on this point :—

It is scarcely possible to enter upon any investigation in agriculture without finding it connected, more or less, with doctrines, or elucidations, derived from chemistry.

If land be unproductive, and a system of ameliorating it is to be attempted, the sure method of obtaining the object is, by determining the cause of its sterility, which must necessarily depend upon some defect in the constitution of the soil, which may be easily discovered by chemical analysis. Some lands, of good apparent texture, are yet sterile in a high degree ; and common observation and common practice afford no means of ascertaining the cause, or of removing the effect. The application of chemical tests in such cases is obvious ; for the soil must obtain some noxious principle which may be easily discovered and probably easily destroyed.

Are any of the salts of iron present ? They may be decomposed by lime. Is there an excess of silicious sand ? The system of improvement must depend on the application of clay and calcareous matter. Is there a defect of calcareous matter ? The remedy is obvious. [The application of vegetable matter.] Is an excess of vegetable matter indicated ? It may be removed by liming and burning. Is there a deficiency of vegetable matter ? It is to be supplied by manure.

A question concerning the different kinds of limestone to be employed in cultivation often occurs. To determine this fully, in the common way of experience, would demand a considerable time, perhaps some years, and trials which might be injurious to crops ; but, by the simple chemical tests, the nature of a limestone is discovered in a few minutes ; and the fitness of its application, whether as a manure for different soils, or, as a cement, determined.

LOSS AND WASTE ON THE FARM CHIEFLY CAUSED BY IGNORANCE.

Respecting the errors arising from an ignorance of the mode in which the lime operates in fertilizing land, and from not knowing why its application would be as injurious, in one way, as it would be beneficial in another, Mr. FALKNER, an eminent English agriculturist, remarks, that :

The application of this manure is most suitable when soils contains a great quantity of rough vegetable matter, which quick lime breaks down, or decomposes, and thus renders a portion of it soluble in water. Though this operation is understood by some, they are not aware, that, in this

case, a portion is taken up by the lime, from which it cannot afterwards escape, and it is therefore lost to the use of vegetation as soluble manure. This is, however, an unavoidable condition of the benefit afforded by lime under such circumstances. But the ignorance of this opposition leads often to great misapplication. The author has often seen farmers mix quick lime with dung or half decomposed manure, and even put it upon land recently folded with sheep, which is obviously improper, as the lime in this case unites with a portion of soluble manure and destroys it.

The distinguished Author of the work on British Husbandry has observed in regard to the application of manures from the farm-yard to different kinds of soil,

That warm and cold soils require manures of a contrary nature. An advanced stage of their fermentation is, in some cases, less favourable to vegetation than in others; and in the instance of potatoes, it is well known that horse stable dung is employed with more effect alone, than when mixed. It may, therefore, be advisable that horse litter, in particular, should be separately kept in the yards, not merely for the purpose just mentioned, but that, as being of a better nature than any common dung, it may be mixed with that of other cattle in such proportions as may be thought best adapted to the purposes for which the compost is required.

On this subject, Sir HUMPHREY DAVY has remarked,—

There has been no question on which more difference of opinion has existed, than the state in which manure ought to be ploughed into the land; whether recent, or when it has gone through the process of fermentation; but whoever will refer to the simplest principles of chemistry cannot entertain a doubt on the subject. As soon as dung begins to decompose, it throws off its volatile parts, which are the most valuable and most efficient. Dung which has fermented, so as to become a mere soft cohesive mass, has generally lost from one-third, to one-half, of its most useful constituent elements; and, that it may exert its full action upon the plant, and lose none of its nutritive powers, it should evidently be applied much sooner, and long before decomposition has arrived at its ultimate results.

KNOWLEDGE OF AGRICULTURAL CHEMISTRY ESSENTIAL IN FARMING.

These remarks and authorities, which I have introduced in reference to soils and one or two kinds of manures—illustrative of the necessity and great advantage of some knowledge of chemistry in the most profitable culture and judicious application of each,—might be indefinitely extended to the various modes of culture, and various kinds and applications of manures, to the elements and offices of both air and water, of light and heat, and the importance of a knowledge of them to the farmer; but these must suffice on this point.

If we turn from the soil to the seed, the plants, and the fruits, and from thence to the flocks and herds, which altogether constitute the farmer's productive wealth and his constant care, we can scarcely conceive of any knowledge more useful, as well as interesting to him, than that of the vegetable physiology of the former, and the animal physiology of the latter, together with the best modes of cultivating the one, and rearing the other. How great is both the advantage and enjoyment of the instructed over the uninstructed man in these varied departments of agriculture? It is as great as the advantage of the educated anatomist and physician over the uneducated quack,—as great as that of the mariner, skilled in the science of navigation, over the sailor, who knows nothing beyond the ropes and helm of the ship—as great as that of the scientific mechanic over the journeyman, who knows nothing of the principles of mechanics, and whose knowledge extends not beyond making smooth boards, joints and mortices, as directed by another. Farmers can never cultivate their gardens, plant and improve their orchards, till their fields, adorn their premises, and rear their flocks to advantage, without knowing the why and wherefore of each step of their procedure, any more than can the mathematician, in demonstrating a theorem, or the statesman in governing a kingdom. The pecuniary loss sustained by an ignorant farmer is not easily estimated, and is only equalled by his loss of pleasure and satisfaction, arising from an acquaintance with the constitution and laws of those parts of the Creator's works, with which he has to do; and the elementary knowledge, preparatory to which, should form a part of our system of agricultural education.

FARM MACHINERY NECESSARY TO ENSURE SUCCESS.

But the farmer has also to do with implements and machinery of different kinds, and with various application of animal and mechanical power in the prosecution of his work. The Honorable J. BUEL, late President of the Agricultural Society of the State of New-York, in an excellent work, called the *Farmers' Instructor*, remarks, on this point, that,

Many of our farm implements have undergone improvement; yet there are others which have been either partially introduced, or are hardly known, that are calculated to abridge labour and to increase the profits of a farm. There exists a great disparity in the quality of implements. In ploughs, for instance, there is a difference which eludes superficial observation, particularly in regard to the force required to propel them, that is worth regarding. I have seen this difference in what have been termed good ploughs, amounting to nearly fifty per cent., or one-half. The perfection of our implements is intimately connected with a correct application of mechanical science, a branch of knowledge hitherto too little cultivated among us.

It is also to be observed, that equal loss is frequently sustained by an erroneous application of power to machinery. In order that power of any sort may be turned to the best account we must be acquainted with the principles upon which its application depends. I have seen not far from one-half of the strength of a team wasted, by the mode of harnessing; so also in the mode of attaching to carriages, carts, timber and agricultural implements. A little knowledge of the elements of mechanics,—such as should be taught in every good Common School,—will save the farmer from much loss, and secure to him much gain, both in the construction of agricultural implements, and in the application of power in the use of them.

A KNOWLEDGE OF MENSURATION AND DRAWING MOST USEFUL.

Nor will it be less advantageous and interesting to the farmer to possess, (as he might do in a short time,) such a knowledge of mensuration as to be able to measure his fields; and so much skill, in Linear drawing, as to be able to present to the eye his erections, his implements, the interesting animals and objects on his farm, or which might fall under his observation; and such a knowledge of accounts as will enable him to transact his business in trade with ease and correctness, and ascertain, in order and separately, the expenditure and profits connected with the cultivation of each field, each kind of vegetables, and grain and stock, and by thus balancing the profit and loss of each, to ascertain not only the gross results, but the results in detail, and to modify his plans and labours accordingly. Such a mode of procedure is not only interesting, as a recreation and matter of curiosity, and as furnishing many pleasing topics of conversation, but is useful as a habit, and highly important as a remedy against losses, and as a means of economical and profitable labour. It is thus that the skilful dealer, by keeping an accurate account of the profit and loss of each leading article of his trade, knows how to vary his selections from time to time, so as to secure the earliest and largest returns for the least expenditure of time and money. Nor should the farmer be less prudent and skilful than the trader.

THINGS NECESSARY FOR THE FARMER TO KNOW CAN BE TAUGHT IN OUR SCHOOLS.

Now, the elementary knowledge involved in such an education extends not beyond our mother tongue, and may be taught in our Common Schools, within the period during which farmers' sons are usually sent to them, and can easily be accomplished by the use of improved School Books, improved methods of teaching and a corresponding improvement in School Teachers; which it is the great object of our Provincial Normal School to effect. And then the development and practical application of that knowledge will be indefinitely promoted by suitable circulating libraries, in connexion with Common Schools.

I trust that in less than a twelve-month the Provincial Board of Education will feel itself warranted in selecting books for such libraries, and ascertaining and providing the cheapest methods of procuring and rendering them accessible to all parts of the Country,* so that every farmer and his family can have access to a hundred volumes of appropriate and entertaining books per annum for less than as many pence. But the preparatory instruction of the School to invest the perusal and study of even agricultural books with the interest is requisite and benefit they are calculated to impart.

I, then, earnestly and affectionately put it to the farmer, whether the attainment of the practical, and appropriate, and, I may add, accessible, education above indicated, is not essential to the maintenance of their position in society, to the enjoyment of the domestic satisfaction and social happiness, for which their situation and pursuits are so favourable, and for the success of their labours and the advancement of their best interests? Permit me to say, that I speak as a native of Canada—as the Son of a Canadian farmer, and, as having devoted some of my early years to agricultural pursuits,—and as most fervently desirous of conferring upon the rising and coming generation of Canada, advantages which the Country at large could not afford to agricultural youth in my own school-boy days. It becomes us, the grown up generation of Canadian farmers and inhabitants, to avail ourselves of all the facilities of instruction, improvement and rational enjoyment within our reach; and it becomes us especially to leave to those who are growing up around us, and those who shall succeed us, the legacy—the priceless legacy—of institutions and means of education suitable to the wants, competition and progress of their age and Country.

EDUCATION OF FARMERS' WIVES AND DAUGHTERS EQUALLY ESSENTIAL.

I cannot conclude this part of the subject without making two additional remarks. The first is, that, what I have said respecting the education of farmers and farmers' sons, is equally applicable and equally important, in reference to the education of farmers' wives and farmers'

*This was not done until 1850.

daughters—those lights and charms of the domestic circle—without whose co-operation and intelligence, industry and virtue, the farmer's labours would be in vain ; his home would be homeless and his life a scene of hopeless perplexity and toil. The variation between the education of farmers' sons and daughters are confined to a few particulars—the leading features and the solid branches are the same ; and the botany of the garden and fields, and the chemistry of the kitchen and dairy, the natural history of the pastured inhabitants of the farm, together with the whole circle of domestic accounts, appertain peculiarly to the matron and daughters of the farm-house, besides the other ordinary and general knowledge, which adorns and elevates the sex ; in which I may mention what I hope to see taught to the sons and daughters of our entire population,—vocal music,—an art and accomplishment which often converts the domestic fireside into a paradise, refines and promotes social feelings and enjoyments, and blesses the Churches of the land. But let it not be imagined that I would wish to see farmers' wives and daughters lay aside country plainness and simplicity of manners, and attempt the silly foppery of city fashions and vanities. I have found, in more than one instance, that a city, or village, belle is as superficial and ignorant as she is fine and vain, while a well educated farmer's daughter is as intelligent and well informed as she is plain and modest. On this point I can both adopt and endorse the following words of an intelligent American :

How important, especially—not a literary, not a learned, not a lady-like (those are not the words,)—but a considerate, a reflecting, a studious, a cultivated, a refined and sensible mother ; a mother capable of winning and keeping the confidence of her children ; of securing honour from both sons and daughters, as they rise to manhood and womanhood. Such a mother have I seen not unfrequently in the farm-house, herself bred in the farm-house ; the help-meet of a father not a stranger to out-door toils and cares, yet the fit companion of a cultivated woman—her fit associate in training intellect and taste and religion in children, thriving like olive-plants round about their table. Delightful instances occur to my mind, where the working father and mother have been surrounded with sons and daughters, versed, not only in all common education, but in the histories and classics of their native tongue ; where not distant from the plough and the spinning wheel, the most liberal studies have been pursued, and the most refined conversation enjoyed ; scenes which intercourse with other Countries and many cities, and with the refined and intelligent of the highest classes, has not cast into the shade.

ABOVE ALL, A CHRISTIAN EDUCATION IS ESSENTIAL FACTOR.

My second and last remark is, that the Education to which I have had reference in the foregoing observations, and which I believe to be essential to the well being of an agricultural population, is Christian—using the term in the sense of the Scriptures, from which it is derived, as embracing what Christians, of every form of worship, hold in common, without reference to the peculiarities of any. I do not regard any instruction, discipline, or attainments, as Education, which does not include Christianity. High intellectual and physical accomplishments may be associated with deep moral degradation and public debasement. This was the case with Athens, in the times of PERICLES and DEMOSTHENES ; it was so with Rome in the Augustan age ; it was so with France during the Directory and Republic. It is the cultivation and exercise of man's moral powers and feelings which forms the basis of social order and the vital fluid of social happiness ; and the cultivation of these is the province of Christianity. The extent and application of this principle in our Common Schools, I have explained at large in my Report on a System of Public Elementary Instruction for Upper Canada ;* and I will conclude what I have now to say in the expressive words of the President of Amherst College, in the United States :

A more Utopian dream never visited the brain of a sensible man, than that which promises to usher in a new golden age, by the diffusion and thoroughness of what is commonly understood by Popular Education. With all its funds, and improved School-houses, and able Teachers, and grammars, and maps, and blackboards, such an education is essentially defective. Without moral principle at bottom, to guide and control its energies, education is a sharp sword in the hands of a practised and reckless fencer. I have no hesitation in saying that, if we could have but one, moral and religious culture is even more important than a knowledge of letters ; and that of the former cannot be excluded from any system of popular education without infinite hazard. Happily the two, so far from being hostile powers in a common domain, that they are natural allies, moving on harmoniously in the same right line, and mutually strengthening each other. The more virtue you can infuse into the hearts of your pupils, the better they will improve their time, and the more rapid will be their proficiency in their common studies. The most successful Teachers have found the half hour devoted to moral and religious instruction, more profitable to the scholar than any other half hour in the day ; and there are no Teachers who govern their Schools with so much ease as this class. Though punishment is sometimes necessary, where moral influence has done its utmost, the conscience is, in all ordinary cases, an infinitely better disciplinarian than the rod. When you can get children in a School to obey and study, because it is right, and from a conviction of accountability to God, you have gained a victory, which is worth more than all the penal statutes in the world ; but you can never gain such a victory without laying great stress upon religious principle in your daily instructions.

*This Report is printed on pages 138-211 of the Sixth Volume of this Documentary History. See also pages 151-158 of that Volume.

CHAPTER XVII.

CHIEF SUPERINTENDENT'S REPORT FOR THE YEAR 1847.

The following is a copy of the Report made to the Governor General, by the Chief Superintendent of Education, after the passage, and also after one year's operation, of the First Common School Act, which he had drafted.

This initial Report,—as it may be designated,—being the first which dealt with matters coming under Doctor Ryerson's personal knowledge, and his direct supervision, is interesting, from the fact, that, while it points out the serious defects of the two preceding Common School Acts,—those of 1841 and 1843,—it as clearly specifies the various steps which he had taken to remedy these defects, and to provide machinery for the successful operation of the School Act which he had drafted in 1846, with that object in view.

In his "Special Report" of June the 24th, 1847, printed on pages 104-113 of this Volume, and incidentally in this Report, the Chief Superintendent pointedly refers to the extremely hostile proceedings of the Municipal Councils of the Gore, Home and Newcastle, (now the Counties of Wentworth, York and Northumberland,) which, more than any other causes, prevented the practical working in these Districts of the School Act of 1846. Other smaller Districts followed suit; but they were all most ably and effectively answered by the Municipal Council of the Colborne District, (now the County of Peterboro'), under the able leadership of Mr. Thomas Benson, (father of Judge Benson of Port Hope.)

The strongly expressed opinions of the various District Municipal Councils, for and against the School Act of 1846, as embodied in Chapters xiii and xiv of this Volume, are most interesting, reflecting so vividly, (as they do), the current opinion of the School System then in operation, by the leading men of the time in the various municipalities of Upper Canada.

LETTER OF THE CHIEF SUPERINTENDENT TO THE PROVINCIAL SECRETARY.

I have the honour to transmit herewith my Annual Report of Normal, Model, and Common Schools in Upper Canada for the year 1847, which the law requires me to make to His Excellency the Governor General. The Statistics of this Report are limited to the year 1847; the exposition of school operations is practically brought down to the time of preparing the Report.

Though I have confined myself within narrower limits than are usually occupied by similar Reports in other Countries, yet the newness of the School System in this Country has induced me to extend my remarks on some points to a greater length than I should have thought necessary, under other circumstances.

The late reception of several of the local School reports, the great variety of Statistics which they contained, and the necessity of going over every figure, of every one of them, in the Education Office, have put it out of my power to transmit this Report at an earlier date.

I submit this Report, not as a controversial discussion of any questions of Common School Polity, but as a simple statement and practical exposition of the operations of the Common School Law of Upper Canada of 1846, during the last Civil and Scholastic year.

In some instances, I have, for the sake of illustration, instituted comparisons between the state of Common Schools, and the doings of the people, in the State of New York, and in Upper Canada. These comparisons will be found, in some points, to be unexpectedly favourable to our own Country.

It will be seen, that more than four-fifths of the Statistics contained in this Report are entirely new in this Province; and I think they furnish abundant proof that it only requires a judicious and energetic course of proceeding for a few years, to place the Common Schools and facilities for the diffusion of useful knowledge in Upper Canada, upon a level with those of any other Country, whether European, or American.

EGERTON RYERSON.

Toronto, September the 14th, 1848.

THE CHIEF SUPERINTENDENT'S ANNUAL REPORT OF COMMON SCHOOLS IN UPPER CANADA FOR THE YEAR 1847.

TO HIS EXCELLENCY THE RIGHT HONOURABLE JAMES, EARL OF ELGIN AND
KINCARDINE, GOVERNOR GENERAL OF CANADA, ETCETERA.

MAY IT PLEASE YOUR EXCELLENCY,

It now becomes my duty to submit, for the information of Your Excellency, and of the Legislature, a Report of the first year's operations of the Common School Act of Upper Canada, (1846), 9th Victoria, Chapter 20. I shall do so under the following heads:—

- I. Common School Sections and Schools.
- II. School Moneys,—Legislative and Municipal.
- III. Common School Teachers and their Salaries.
- IV. Number of Pupils attending the Common Schools.
- V. Time of keeping open these Schools.
- VI. Classification of Pupils, and Subjects taught in the Schools.
- VII. Text Books used in the Common Schools.
- VIII. Methods employed in Teaching.
- IX. Condition and Character of the Common Schools.
- X. School Houses—Kinds and Condition.
- XI. Official School Visits by Various parties.
- XII. Quarterly School Examinations.
- XIII. Number and Kind of Grammar and Private Schools.
- XIV. The District Model Schools.
- XV. School Requisites and Libraries.
- XVI. The Provincial Normal School.
- XVII. General Results.
- XVIII. Miscellaneous Remarks.

I annex hereto, a Statistical Report, containing several Tables, prepared with a good deal of labour and care, comprising extracts of the Reports of School Trustees, and District Superintendents. Though I prepared blank forms, and ruled paper for these Reports, and transmitted them to each District Superintendent, and for every School Section in Upper Canada; yet, as they were in a form entirely new, and contained many items never before embraced in School Reports in this Country, (though much less minute and comprehensive than the local Common School Reports in the State of New York,) and as several provisions of the School Act itself were new, the returns are stated by District School Superintendents to be defective in several respects, though more full and accurate in other respects, than those of the preceding year.

DIFFICULTIES INCIDENTAL TO THE INTRODUCTION OF A NEW SCHOOL LAW.

The first year's operations of any law, are conducted to disadvantage; and this is peculiarly the case with a Common School Law, which is not administered, as are other laws, by learned Judges, and specially sworn, and carefully instructed juries, but by the people themselves, in their several Municipalities and School Sections. Popular provisions of a law suppose the existence of popular information as to the nature and objects of such provisions; but if that information be wanting, the more popular the provisions of a law are, the more inefficient will

it be in its operations;—for no law is self-operative, or operative in the hands of ignorance, or misapprehension. I believe that this was the most serious obstacle to the success of the Upper Canada School Act in 1843, except in the best informed Municipal Districts in Upper Canada,—there not being sufficient educational intelligence in many Townships, and some Districts, to work out the popular principles, upon which it was constructed. The operation of the same cause will account for the difference in the working of the present School Act of 1846, in different Districts. It is, however, gratifying to remark, that under all these disadvantages, the local School Reports evince progress in school attendance and in Teachers' salaries, and a desire for educational improvement in every Municipal District in Upper Canada. With these explanatory remarks, I proceed, in order, to the several subjects of this Report.

I. COMMON SCHOOL SECTIONS AND SCHOOLS.

1. *Number of School Sections.*—School Sections are the smallest Municipal School divisions provided for by law,—each consisting of such a section of the Country as is considered a suitable area for a School division. In each School Section, three persons are elected Trustees, by the householders, and they constitute a corporation for the management of the Common School affairs of such Section. One of the members of the corporation retires from office each year—so that each Trustee is elected for three years.

From the accompanying general Statistical abstract A, it will be seen, that there were in 1847, 3,054 School Sections in Upper Canada,—being 40 less than the number reported in 1845. The number of Common Schools reported for this year is only 2,727,—leaving 327 Sections without Schools, or from which no reports have been received for 1847. That same abstract A, will show in what Municipal Districts these vacant, or unreported, Sections occur, and in what Districts the number of Schools corresponds with the number of Sections formed; and Table A will also show the Townships of these vacant sections.

2. *Evil of small School Sections.*—The decrease in the number of School Sections and Schools, in connection with an increase in the number of pupils attending the Schools, augurs favourably for the progress of elementary instruction. The dividing of a Municipal District, or Township, into small School Sections, is an insuperable obstacle to the establishment and maintenance of efficient Schools. This evil has been deeply felt in the neighboring State of New York, the School Superintendent of which, in his Report of 1844, remarks:

Small and consequently inefficient School districts have, heretofore, for a long period, been the source of many formidable evils. Miserable School-Houses, poor and cheap Teachers, interrupted and temporary instruction, and heavy rate bills, are among the permanent calamities incident to small School districts. The ordinary pretext for the division, and subdivision of such districts, is the greater proximity afforded to a portion of the inhabitants to the School-House. To this single fancied benefit, considerations of much greater importance are often sacrificed.

The idea seems to be entertained by many, that it is a great hardship for children to travel a mile, or even half a mile, to the School; and that those individuals are the most favoured, who find the School-House nearest their houses. It is true, there are a few stormy days in a year, when the nearness of the School-House may be deemed a convenience. But all children of school age, in order to maintain health, and secure the due development of their physical functions, exercise daily, to a much greater extent than is produced by one, or even two, miles travel. The most aged and experienced Teachers will testify that, as a general rule, those children that live farthest from the School-House, are the most punctual in their daily attendance, and make the greatest progress in their studies.

3. *Means employed to remedy this evil.*—Impressed with the importance of this subject, I called the attention of the District Councils to it, in a Circular dated 1st October 1846*, pointing out the evils arising from the establishment of small school sections, and the advantages of enlarging them. I am happy to find that several District Councils have acted upon my suggestions; though in some of the District Superintendents' Reports the evil of the small School Sections is represented as still existing, to the injury of the Schools in several Townships. But in January last, I brought the subject again under the notice of the District Councils, and I hope that an improvement in this respect will be witnessed from year to year.

4. *The evils of improper modes of forming and altering School Sections.*—Formerly the Townships were divided into School Sections by the Township School Superintendent. This most important duty now devolves upon the District Councils; and the change has, I think, contributed much to the interests of the Schools, and the lessening of disputes. There are, however, some instances of Municipal Councils exercising their power in this respect in so inconsiderate a manner, as to occasion much dissatisfaction and embarrassment. In a memorial addressed to the Legislative Assembly in February last, by the Western District Council, the

* This Circular is printed on pages 260-265 of the Sixth Volume of this Documentary History.

Council speaks of the "spite, hatred, and malice between neighbors and friends,"* occasioned by the present School Act, and says :—

So numerous are the Petitions on that subject, that more than half the time of the Council is taken up in endeavoring to settle the differences, but unfortunately without any beneficial result.

Now, in examining the printed Report of the Committee, to whom all these Petitions are referred, I find that of the 29 petitions presented to the Council, one prayed for the establishment of a Female School in one of the Sections, (which was granted,) one prayed for a local school tax in a Section,—which was referred by the Council to the petitioning Trustees; two related to the formation of new School Sections, and the remaining 25 petitions related to the disputes as to the boundaries of School Sections, and the non-payment to Teachers of school moneys, which were in the hands of Township Superintendents. Thus, not one of these disputes could have arisen under the School Act of 1846; but they must have all been caused by an improper division of the School Sections, either by the Township Superintendents, under the late Act, of 1843, or by the District Council itself, under the present Statute. In this (Western) District, where, the Council says,

We well know that a very large number of the trustees can neither read nor write, and therefore must be obvious that the greater part of the requirements of the present law remain undone,

It cannot be supposed that the Councillors are yet very expert in school matters; but, in other Districts where the Trustees can read and write, and where the Councillors are correspondingly intelligent and discreet, in their school proceedings, no disputes, or inconvenience, have, as far as I am aware, occurred on these subjects. I trust that the less advanced Districts will soon be in a position to imitate and emulate their more instructed neighbours.

In the District of Dalhousie, still greater dissatisfaction and confusion were created by the mode of proceeding adopted by the Council. Before the passing of the present School Act, of 1846, the Council of this District had never imposed a school assessment, as required by law. An amount equal to that of the Legislative grant apportioned to the District, was reported to have been raised by voluntary subscription; but this included the Trustees' rate-bills. The introduction of a District assessment, in connection with the New School Act of 1846, would naturally excite some dissatisfaction, (as it had done, in the first instance, under the former Acts of 1841 and 1843 in several Districts,) and especially in a District bordering on Counties in Lower Canada, where the school assessment had been resisted. But, in connection with the necessary, and proper, introduction of the school assessment the Council made a new division of the School Sections throughout the District,—a division which was to take effect in the course of the then current year. The effect of this proceeding may be inferred from the following By-law, which was passed by the District Council itself, at the ensuing session, held early in the autumn of 1847 :

In accordance with a Resolution passed this session, of the Council,—Be it enacted, that, whereas the School Section divisions for this District made by this Council at the last session are, in many instances, discordant to the convenience and wishes of the inhabitants, and that, to correct them satisfactorily, this present session is impracticable, the District Superintendent of Schools is empowered and required to make an appropriation of the School Fund, thus :—He shall distribute it "share and share alike," among qualified Teachers, without reference to the number of scholars under their tuition, but in proportion to the time such Teachers may have been teaching, to the exclusion, however, of any who may have been less than a month so employed. Each Teacher's return shall be verified by the School Trustees and approved by the District Councillors, representing the Township, in which he shall reside; and this Council do, and will, justify the said Superintendent in and against any and every suit at law, or in equity, that may be instituted against him, for acting in conformity to this By-law.

This By-law thus contemplated the abolition of the provision of the Legislative Statute, requiring the Legislative School Grant to be distributed to the several School Sections, according to the school population of such Sections respectively; it made no distinction between the able male Teacher, who may have taught sixty scholars, and the young woman who may have taught twenty; it had no regard to engagements which may have been made by School Trustees, according to law; it required of the Teachers conditions which the School Law had not enjoined, and proposed to deprive many of them of advantages which that Law had conferred. Besides, the boundaries of the School Sections, having been changed in the course of the year, the school population returns for the several Sections the preceding year would not be the legal basis of distributing the Legislative Grant to them for the current year. The District Superintendent was, therefore, compelled to address a Circular, requiring each set of School Trustees to make a return to him of the number of children of school age in their School Section, according to its new boundaries. When I visited and held a public School Meeting in this District in the latter part of last October, all these returns had not been received, and not a farthing of the Legislative school Grant for the year, (payable in August,) had yet been paid the long-suffering Teachers! Of course, I pointed out the illegality and injustice of the By-law above quoted;

* See page 123 of this Volume.

and it was not acted upon. At the session of the District Council, held at the commencement of the present year, a Resolution was adopted, praying the Governor-General to dissolve the Council, so that the sense of the inhabitants of the Dalhousie District might be taken on the School Law! Whereas, that Law had never been fairly in operation in that District,—the Council not having proceeded according to its letter, or spirit. It is, doubtless, probable, that many of the inhabitants have not distinguished between the provisions of the School Law and the proceedings of their own Council,—attributing to the former what had clearly been occasioned by the latter.

Inconvenience has been experienced, in some instances, besides those which have occurred in the Western and Dalhousie Municipal Districts, by alterations in the boundaries of School Sections, after the estimates and engagements had been made by the Trustees for the year, and appeals have been made to me on the subject by parties interested. In January last I drew the attention of the Council to the evils of altering School Sections in the middle of a school year, and suggested the propriety of all such alterations taking effect only at the commencement of the year. Several of the Councils have adopted By-laws, or Resolutions, to that effect; and I think little difficulty, or dissatisfaction, will, in future, be occasioned by an inconvenient time of altering School Sections. Indeed, from what I have been informed, I believe District Municipal Councillors, as well as School Trustees, are becoming generally and more deeply impressed with the disadvantage of small School Sections, or of frequent changes in their limits, except in cases of extreme necessity, or with a view to their enlargement. When these primary Municipal School divisions of each District are once judiciously and permanently established, a most important step will have been taken toward the establishment of good Schools throughout Upper Canada.

5. *Discretionary powers of Councils as to modes of proceeding.*—In one or two instances, doubts have been expressed by the District Councils, as to the extent of their discretion in the manner of exercising their power in dividing and altering School Sections,—as to whether they could exercise this power only during their sitting by formal votes, or by the appointment of Committees by particular Township, or Sections, subject to the approval of the Council itself. I have expressed my own opinion and advice in favour of this latter construction of the Act,—that the provision was general and indefinite, leaving each District Council to its own discretion, according to circumstances, as to the mode of exercising the general powers with which it has been invested by the School Act of 1846; and I have suggested the propriety of each of the Councils laying down some general rules, as to the average area of School Sections, and then appointing a Committee of the Council for each Township, composed, perhaps, of the Councillors and the District Superintendent of Schools, with a view of adjusting, as far as practicable, all the School Sections of such Township, according to the general rules adopted by the Council, and thus lay the foundation for future uniform and permanent operations. I do not think that any amendment of the School Act on this point is necessary; I believe that all that is required is experience, care and discretion, on the part of the District Municipal Councils. In a comparatively new department of Municipal Government, it is not to be supposed that the most intelligent and patriotic man will, at all times, act to the best advantage; but experience and increased interest on the part of District Councillors, in the great work of educating the people, will, I think, be a better corrector of any imperfections and evils in this department of the School System, than the frequent changes in the law.

II. LEGISLATIVE GRANT AND DISTRICT SCHOOL MONEYS.

1. *Amounts raised by local Assessments and Rate-Bills.*—The amount of money voluntarily raised by the inhabitants of the several Municipal Districts, whether by Council assessment, or by Trustees' rate-bill, and the number of pupils attending the Schools, are the true tests of the feelings of the Country in regard to the School System, and of the progress of elementary education. In both respects, I am happy to say that the year 1847 is in advance of the preceding year, although that of 1847 was a year of great commercial and financial depression throughout the Province. The accompanying Statistical Table A, presents a view of what has been obtained from all sources for the salaries of Common School Teachers, not only in the several Municipal Districts, but the various Townships of Upper Canada, and the General Abstract A, exhibits the results in each of these Districts. The total amount of District Municipal Council assessment, in 1847, was £22,955 2s 8d; the total amount of District Municipal Council Assessment, for 1846, was £21,871 16s 6d. The total amount collected by School Trustees' Rate-Bills, in 1847, was £30,543 10s 5½d; total amount collected by School Trustees' Rate-Bills, for 1846, was £29,385 12s 4d. Total amount of local Council Assessment and Trustees' Rate-Bills, for 1847, (exclusive of the Legislative grant of £21,000,) was £53,498 13s 1½d,—just two hundred and fifty per cent. more than was raised by Assessment and Rate-Bills in 1842.

From the General Abstract A, it will be seen that there were balances of School Moneys of former years in the hands of District School Superintendents at the commencement of 1847, amounting to £5,915 14s 6d.; The total amount of money reported, derived from all sources,

and expended for the payment of salaries of Common School Teachers, for 1847, was £77,599 11s 4½d. ; the total amount of the preceding year from all sources reported, was £72,109 8s 6½d. This only includes the single item of Teachers' salaries, irrespective of the moneys expended for the erection, repairs, furnishing, warming of School Houses, et cetera.

2. *Comparison with the State of New York.*—The whole population of the State of New York is upwards of three millions ; the whole population of Upper Canada may be set down at one fifth of that of the State of New York. Now, the amount of money raised by County assessment in the State of New York, in 1847, was \$275,000.00 ; while the amount raised in Upper Canada, in the same way, was \$91,820.60,—one third of the amount raised in the State of New York, in the same way, and for the same purpose.

Again, the amount paid on Rate-Bills for Teachers' salaries, in the State of New York, for 1847, was \$462,840.00 ; the amount paid on Trustees' Rate Bills in Upper Canada for the same purpose was \$122,174.00,—more than one-fourth that of the State of New York.

Furthermore, the amount arising from the State School Fund, and Legislative appropriation in the New York State, for 1847, was \$275,000.00 ; the amount of Legislative grant in Upper Canada for the same purpose was \$84,000.00, nearly one-third of the amount granted in the neighboring State, with a population of more than five times that of Upper Canada.

The Common School System of Upper Canada has been in existence but seven years ; that of the State of New York has been in operation five times seven years.

These facts are an appropriate reply to the attacks which have been made upon our present Common School System ; and they cannot fail to be grateful to the feelings of every friend of general education in Upper Canada. [See Chapters xiii and xix of this Volume.]

There is, however, on point of comparison on the Common School expenditures of the two sections of Countries, which must cause the deepest pain to every patriotic Canadian. In the State of New York, in 1847, the State appropriated \$55,000, and the people raised by local assessment \$38,000 for Common School Libraries ; while not a farthing has yet been appropriated by our Legislature for the same object in Upper Canada ; I hope before the beginning of another year, we shall have reason to congratulate our Country in this respect also, in comparison with that of our American neighbours.

III. QUALIFIED COMMON SCHOOL TEACHERS AND THEIR SALARIES.

1. *Whole Number of Teachers Employed.*—The total number of qualified Common School Teachers employed in the Schools, in 1847, was 2,812 ; the number of Teachers employed in the Schools without Certificates of Qualification, during some part of the year, was 216 ; that the total number of Teachers employed in 2,727 schools reported, was 3,028,—showing that there were 304 more teachers employed than there were Schools, and, therefore, that there must have been changes of Teachers in many of the Schools in the course of the year—one of the most serious impediments to the progress of the Schools. In several of the Municipal Districts, this evil is strongly complained of, while a reference to the appended statistics will show in which of the Districts this evil exists to the greatest extent. The statistics will also show in what Townships of each District, there is the most changing of School Teachers. * It appears, however, upon the whole, that this evil exists to a much greater extent in the neighboring State of New York, than in this Country. In the State Superintendent's Report for 1847, I find that the number of Teachers employed in the course of the year is 18,785 ; Schools reported, 10,589—that is about eighty per cent more Teachers than Schools. Schools in which more than one Teacher is employed at the same time, are not taken into account.

2. *Comparative number of Male and Female Teachers employed.*—It also appears from the School Statistic appended, that, of the 3,028 Common School Teachers employed, in 1847, 2,356 were Males, and 663 were Females. The distinction between Male and Female Teachers in our Schools was introduced for the first time, in the local Reports for 1847. I am not, therefore, able to say whether the number of Female Teachers is increasing or not ; I am inclined to believe it is. In the State of New York, it is singular to remark, that the number of Female teachers employed in that State, in 1847, was 15,821, while the number of Male teachers was only 2,965. It appears from our Statistics, that, in the Huron, Bathurst, Simcoe, and Wellington Districts there is the smallest, and, in the Niagara, Midland, Newcastle, Brock and Johns-

* To this Report were appended fifty printed pages of School Statistics, which I had compiled, covering the whole ground of the operation of the School Law of 1846. They were, however, too voluminous to be appended to this Report, in this Volume ; but they may be consulted by referring to the Appendix to the Journals of the House of Assembly for 1849 ;

town, Districts, there is the greatest number of Female Teachers employed. The Statistics appended will show the comparative number of Male and Female Teachers employed in every Township of each District in Upper Canada.

3. *Certificates of Qualification.*—The statistics appended show that of the 2,812 legally qualified Teachers employed, in 1847, 1,687 of them received Certificates of Qualification during that year,—1,284 Certificates having been given by District Superintendents, and 403 by School Visitors. It will be seen that, in several Districts, no Certificates are reported to have been given by School Visitors. Indeed, I have been informed, that the Municipal Councils have formally recommended the Visitors not to give Certificates in their Districts, and to leave it entirely to the District School Superintendents; that an uniform and proper standard of qualification might be maintained in respect to Teachers throughout each District.

In the Forms and Regulations, prepared for the “Better Organization and Government of Common Schools in Upper Canada,” I have specified the lowest general standard of qualifications for Teachers;* and I have reason to believe that a much lower standard than that has been acted upon, by School Visitors, in many instances. The authorizing of Certificates by School Visitors was recommended, not as a permanent measure, but as a merely temporary Regulation, to effect a transition from the old Township Superintendent system of granting such Certificates, to one more uniform and efficient. It was reasonably thought that a Certificate of Qualification, given by two School Visitors, consisting of Clergy, Magistrates, and District Councillors, for only one School, and for only one year, would be, at least, as good, (if not better,) security against the employment of unsuitable teachers, as the issuing of Certificates for a whole Township, by a Township Superintendent of Schools; and that opinion has been justified by the result;—for no one will doubt but that there are fewer unqualified and immoral Teachers employed now, than there were before the passing of the present School Act of 1846; besides, when it is considered, that a District Superintendent is not merely an Examiner, but sustains to Teachers several other relations, out of which personal differences have arisen, and may rise again, Teachers, and candidates for teaching, could hardly feel comfortable in all cases, to have their standing and privileges as Teachers, depending upon the pleasure of one man. Yet, I am far from being satisfied with the present system of giving Certificates of Qualification; but I trust that we shall soon be prepared to supersede it by a better system,—(that of local Boards of Examiners) If, therefore, each District Council were to appoint a Board of Examiners, the District Superintendent being *ex-officio*, Chairman, to meet one or two days, twice, or four, times a year, at publicly appointed times and places, for the examination of candidates for School Teaching, then but eight days of a District Superintendent's time would be occupied during the year in such examinations;—then all the Teachers could be examined before a proper Board, according to a published programme, (prepared by the Chief Superintendent of Schools, under the sanction of the Governor-General-in-Council,) and, in the practice, as well as in the subjects, of teaching, and be classified according to the attainments and qualifications of each.

The influence of such a public and periodical examination would be salutary upon the minds and pursuits of all Teachers,—would secure to the most able, that distinction which they merit,—would give uniformity and elevation to the standard of School Teaching, in each District, and throughout the Province. The very small number of Certificates given by School Visitors, shows that it might be easily superseded, with but little personal inconvenience, and to the great advantage of our Common School System.

I believe, that, as a general rule, the District Superintendents have exercised the important power of giving, and cancelling, Certificates of Qualification with great judgment and fidelity. In one District, where intemperance heretofore prevailed to a considerable extent, even among School Teachers, the Superintendent gave notice that he would not give Certificates of Qualification to any, but strictly sober candidates, and that, at the end of six months, he would cancel the Certificates of all Teachers who suffered themselves, at any time, to become intoxicated. The result was, that a majority of the hitherto intemperate Teachers became temperate men, the incorrigible were dismissed, and the District is now blessed with sober School-Teachers. I know of two other Districts, in which the School Superintendents have acted thoroughly upon the same principle, with the same happy results; and, I believe, that there is reason for congratulation generally, on the proceedings of District Superintendents on this subject. In a note in reference to it in the printed “Forms and Regulations,” I remarked that “no intemperate, or profane, person should be intrusted with the instruction of youth.”† I believe this is the import and spirit of the 13th Section of the School Act of 1846, clause 5, which requires District Superintendents “to examine all persons offering themselves as candidates for teaching in public schools, with respect to their moral character learning and ability,”‡

* See pages 268 and 303 of the Sixth Volume of this Documentary History.

† Page 303 of the Sixth Volume of this History.

‡ Ibid, page 62.

and I humbly trust that the Governor-General-in-Council will authorize instructions to secure all the School Sections in Upper Canada, without exception, the inestimable blessings of truly temperate and moral School Teachers.

Common School Teachers' Salaries.—There has been a small increase in the average salaries of Teachers in 1847, over any preceding year. The average salaries, actually received by Teachers including Male and Female, in and for the time, during which the Schools were kept open in 1845, was £26, 2s.; in 1846, £26, 4s.; in 1847, £28, 10s. Had the Schools been kept open during the whole of each of these years, the salaries of the Teachers would have been at the same rate, for 1845, £33, 10s.; for 1846, £36, 5s.; and for 1847, £37. I believe that these sums are for the most part exclusive of the Teacher's board; the amount of which is not stated in the returns. In the local School Reports the actual salaries paid to Male and Female Teachers are not distinguished. The Superintendent of Common Schools for the State of New York, in his Report for 1847, states that

The average monthly compensation for the whole year, in 1845, for the Male Teachers was \$13.81; in 1846, \$15.42; and, in 1847, \$15.95, and for Females, in 1845, \$6.50; in 1846, \$6.69; and, in 1847, \$6.90,—exhibiting a small but annual increase of wages paid to Teachers. The number of Teachers under 18 years of age, found employed in both visitations* was 2,322, of whom 1,969 were Females, and there were 1,943 over thirty years old, of whom 1,434 were Males. The residue of the number were between eighteen and thirty years of age.

It thus appears that the compensation of Teachers in the neighboring State of New York is much better than it is in Upper Canada. But, it is also to be remarked, that only one-fifth of the Teachers employed there are Males, while four-fifths of the teachers employed in Upper Canada are Males. As so small a number of Male Teachers are employed in the State of New York, it may be assumed that those who are employed, are, as a whole, First-Class Teachers; and I do not think their average compensation is better than that of First-Class Teachers in Upper Canada. The appended Statistical Table A General Abstract—shows the gross amount and average of salaries paid to Teachers, in each Municipal District of this Province.

This small compensation of Teachers in Upper Canada, is the great source of inefficiency in the Common Schools. Persons of good abilities and attainments, will not teach for little, or nothing, as long as they can obtain a more ample remuneration in other pursuits. People cannot obtain good Teachers, any more than good lawyers, or physicians, without paying for their services. The intelligence of any School Section, or corporation of Trustees, may be tested by the amount of salary they are disposed to give to a good Teacher. Where there is little intelligence, and, consequently, little appreciation of education in any Municipal District, Township, or School Section, there will be objections against School Assessments, School Rate-Bills, and a corresponding demand for the cheapest Teachers, and for the unconditional and uniform allowance of the Legislative School Grant. It is from such portions of the Province, that the two, or three, objections have been made to the provisions of the School Law of 1846, requiring a District Assessment to an amount equal to that of the Legislative School Grant, as a condition of receiving it; a condition required in every State of the American Republic, as well as in Canada, and without the impulse of which, Government would leave Education to retrograde, instead of promoting and witnessing its general diffusion. In order to remedy the evil of so small and inefficient salaries to Teachers, some persons have recommended that a minimum sum should be fixed by law, as the salary of a Teacher per quarter, or per year. But the sum which might be sufficient for the salary of a Teacher in one part of a District, would be too small for a Teacher's remuneration and support, in another part; and such an enactment would, I think, be an improper and injurious infringement upon heretofore acknowledged local and individual rights, and would injure, rather than benefit, School Teachers. As a partial and unexceptionable remedy for this evil, at least in reference to legislative enactment, is, that which I submitted to the Government, in March, 1846, (see *Journal of Education for Upper Canada*, volume I., February, 1846, pages 41, 42,)+ It was to require each School Section to raise a sum equal to that of the District School Fund apportioned to it, in order to be entitled to a portion of the School Fund. This recommendation was based upon what I found to be the actual results in all School Sections, where there were good Schools. The recommendation proposed the extension of the same condition to individual School Sections, in order to their participating in the District School Fund, which has from the beginning, been required of Municipal Districts, in order to their participating in the Provincial School Grant. Had this recommendation been entertained, instead of being rejected by a majority of the late House of Assembly, and, had also an accompanying, and corresponding, recommendation been adopted,—namely, to authorize the local Trustees to raise their moiety of the School Fund, by a Rate Bill upon their constituents,

*In the State of New York a summer and winter visitation of the Schools, and a Report of each is required by law, also a three-fold distinction in the ages of Teachers, and the period during which they have been teaching.

+ This recommendation will also be found on pages 75, 76 of the Sixth Volume of this History.

generally, according to property, and not merely upon parents who send their children to School, I have been assured, by experienced men in different Districts, that the salaries of Teachers would have been larger than they are; the attendance of pupils much larger, and the Schools correspondingly more efficient.* But, in connection with the enlargement of the powers of Common School Trustees alone, (not proposing any new condition,) I anticipate much improvement in the salaries of Teachers, as well as in the usefulness of the Common Schools, from the more elevated standard of School Teaching, which is being created by the Provincial Normal School, and educational publications.

Good Teaching versus "Cheap" and Inferior Teaching.

When the people have illustrations and examples of what good teaching is, they will soon desire it, and be satisfied that it is the cheapest teaching, even at double the price of poor teaching. It cannot be supposed, that good salaries will be paid to poor Teachers, whatever such Teachers may wish or claim; nor is it desirable that such Teachers should be employed at all. It is, however, encouraging to observe that the number of efficient Teachers is greatly increasing in the several Districts, and that the demand for such Teachers is increasing beyond all precedent. The character of the profession and its remuneration, will advance in corresponding rate; and good Teachers and good salaries will become inseparable in the estimation and practice of the Country, as it advances in knowledge, and in the true principles of social economy.

IV. NUMBER OF CHILDREN OF SCHOOL AGE, AND PUPILS ATTENDING THE SCHOOLS.

The appended Statistics in one of its Tables, presents a view of the number of children of school age, the number attending the schools, whether boys or girls, their comparative and average attendance in both winter and summer, and the several studies which they are pursuing. These statistics extend to each Township in Upper Canada, while the General Abstract of this Table furnishes a tabular and comparative view of the same statistics in the various Districts of the Province. This being the first attempt to procure school statistics so varied in their details, and comprehensive in their character, they cannot be considered complete. The local School Superintendents of Districts represent them as being very imperfect; but, imperfect as they are, and, therefore, below the truth, they furnish facts of a gratifying nature, and evince the vast importance of the Common Schools, and the duty of every Statesman and Patriot, to do all in his power to promote their efficiency.

It appears that the whole number of pupils attending the Common Schools of Upper Canada in 1847, was 124,829,—being an increase of 14,827 over the number reported for 1845, and of 22,917 over the number reported for 1846. Of the 124,829 pupils in the Schools, 65,575 were boys and 55,254 were girls. It also appears that the attendance of boys, as compared with that of girls during the winter, was as 20 to 13, and during the summer, as 17 to 14. It is obvious that there is a much larger attendance of boys than girls at the Common Schools of the Province. It will, furthermore, be seen, that the average number of pupils per school in the summer was 31, and in the winter 33; that the total average attendance of pupils, during the winter, was 89,991, and during the summer 84,537. The Table and Abstract of Statistics on this Subject exhibit very considerable variations in all these particulars, and, therefore, show different degrees of advancement in the Common Schools in the different Townships and Districts of Upper Canada.

Comparison in the matter of School Attendance with the State of New York.

It is a singular fact, that, while the average attendance of pupils in the State of New York, as compared with the whole number on the rolls, was as four to ten, the average attendance of pupils in Upper Canada, as compared with the whole number of pupils on the rolls, was seven to ten. But, on the other hand, the aggregate attendance of pupils at the Common Schools in the State of New York was larger than the whole number of children between the ages of five and sixteen years; while in Upper Canada the whole number of children between those ages returned was 230,975, of whom only 124,829 were reported as in attendance at the Common Schools,—thus showing, in the strongest light, how much remains to be done, in order to secure to every Canadian youth, the priceless endowment of a good education.

The question naturally arises, why is it that the attendance of children at the Common Schools is so much less in Upper Canada than in the State of New York, in proportion to the number of children of school age, when, as has been shown, in the former part of this Report,

* See Note on this subject, on page 76 of the Sixth Volume of this History.

that the inhabitants of Upper Canada pay more in proportion to their number, for the support of Common Schools, than do the inhabitants of the State of New York? I think the chief reasons are ;—

1. The conviction of the absolute necessity of education, though strong, is not so universal in this Country, as it is in the State of New York. There, no man thinks of bringing up his children without education, any more than he thinks of bringing them up for the slave market of the Southern States ; here, thousands of parents look upon the sending of their children to school as a loss, and the payment of the school assessment as an unnecessary oppression. They thus evidently desire untutored ignorance and free barbarism.

2. In the State of New York Female Teachers are employed to a much greater extent than in Upper Canada, and, therefore, school-rate inducements to parents to keep their children from school are much less there than here.

3. Free Schools exist, to a much greater extent, there than here, that is, Schools supported by a rate upon property, and to which all children of school age have free access. It has been demonstrated, in the course of the current year, in both our Towns and Country places, that, whenever the Free School System has been established, though in its infancy, the attendance of the pupils has been increased from fifty to one hundred and twenty per cent.

V. TIME OF KEEPING OPEN THE SCHOOLS BY UNQUALIFIED TEACHERS.

The present School Law of 1846 requires a School to be kept open six months of the year, by a qualified Teacher, as a condition to being entitled to receive aid from the General School Fund. No inconvenience has arisen from this provision of the School Act ; on the contrary, I have been assured by local School Superintendents of its salutary influence. The few cases of poverty and inability which have occurred in each Municipal District have been beneficially met by the application of another provision of the law. In every District there are examples of School Sections having no Schools, and, consequently, the money apportioned to them remains in the hands of the District Superintendents of Schools. At the commencement of each year there have, therefore, always been found balances of school money of the preceding year, in the hands of the District Superintendents.

Case of poor and weak School Sections provided for.

By the 9th clause of the 13th section of the School Act of 1846, it is provided that the District Superintendent shall retain on his hands, subject to the order of the Chief Superintendent of Schools, all moneys which have been apportioned to his District for the year, and which have not been called for, or expended, according to the provisions of the said Act ; accordingly, during my Official Tour last autumn, and, in official correspondence, I have recommended the School Superintendent in each District, in the disposal of those balances, to consider, in the first place; the cases of poor and weak School Sections ; such as deserved special aid, both from their meritorious exertions and poverty. I have found this mode of proceeding most beneficial and satisfactory. It enables us to meet cases, which are exceptions to the general rule, assists the District Superintendent in encouraging special efforts in circumstances of necessity, or misfortune, and, at the same time, strengthens his hands in enforcing the conditions of the law on negligent School Sections, which are able to comply with them.

The Statistical Table and Abstract B. show the time during which the Schools have been kept open by qualified Teachers in every Township and District in Upper Canada. From these returns, it will be seen that the average time of keeping open the Common Schools in Upper Canada, during the year 1847, was eight months and one-third of a month. In the School Report of the State of New York, for 1847, the Superintendent, referring to the average period during which the schools were kept open, there, says, "The average number of months for the whole state appears to be eight."

VI.—CLASSIFICATION OF PUPILS, AND SUBJECTS TAUGHT IN THE SCHOOLS.

This is an entirely new department of information in respect to our Common Schools. The local school returns have heretofore been confined to the number of pupils, the time of keeping open the Schools, and the amount of money raised for the salaries of Teachers. Information extending no further, appeared to me to be exceedingly vague and unsatisfactory. It also appeared to me quite as important to know what were the studies and attainments of pupils, as to know their numbers. I, therefore, prepared and furnished to School Trustees blank forms of Reports for that purpose. I cannot suppose that these forms, for the first time, have, in all cases, been filled up with entire accuracy, much less, with completeness. I divided the Reading Classes into five,—corresponding to the five Reading Books of the Irish National Series, intimating at the same time, that in Schools, where these National Readers were not used, the least

advanced Reading Class should be returned in column No. 1, and the next best advanced Reading class in column No. 2, etcetera. The Statistical Table B. exhibits the number of pupils in the several subjects taught in the Common Schools, in all the Townships of Upper Canada ; and Abstract B. of that Table presents a view of their totals in each Municipal District. These Statistics afford a clear, but painful, proof of the very elementary character of our Common Schools, and the absolute necessity of employing every possible means of elevating them. It will be seen from these Tables, that there were in Upper Canada, in 1847, in the first, or lowest, Reading Class of the Common Schools, 19,525 pupils ; in the second, 20,179 ; in the third, 21,428 ; in the fourth, 16,846 ; in the fifth, or highest Reading Class, 8,126 ; that, in the first four rules Arithmetic, there were 18,741 pupils ; in the compound rules of [Reduction, 12,527 ; in Proportion and more advanced rules, 10,418 ; that, in English Grammar, there were 13,743 pupils ; in Geography, 10,563 ; in History, 3,841 ; in Writing, 45,467 ; in Book-Keeping, 2,116 ; in Mensuration, 615 ; in Algebra, 336 ; in other studies, not enumerated above, 1,773. The 1,773 reported as pursuing "other studies" seem to have been pursuing "higher studies," for under this head in Statistical Abstract C. will be found 41 Common Schools, in which Latin and Greek were taught ; 60 in which French was taught, and 77 in which the elements of Natural Philosophy were taught. The number of pupils in these studies, respectively, is not reported.

It thus appears, that of the 124,829 pupils reported to be attending the Common Schools of Upper Canada, only 41,686, or one third of them, are studying Arithmetic at all ; only 45,467, or a little more than one third of them, are, taught Writing ; less than one in ten in English Grammar, not one in twelve in Geography, but one in thirty-two in History, and only one in forty-nine in Book-Keeping.

Now, when it is considered that so small a proportion of the pupils attending the Schools are pursuing those studies, some knowledge of which is essential to, even the elementary, education of every youth in the land,—we are painfully impressed with the present inefficiency of the Common Schools, and with the duty of the Government and the Legislature to do still more for their advancement, especially as they are, emphatically, the "Schools of the People," and the only means, within the reach of nineteen-twentieths of them, to educate the future constituencies and occupiers of the Country.

Comparison of these Pupil Statistics with those of the State of New York.

On turning to the Report of the School Superintendent of the State of New York for 1847, I find that, at the winter visitation of 7,085 Common Schools, there were on the Books, or Registers of the Schools, the names of 336,416 pupils, of whom there were learning the Alphabet 15,459, to Spell 33,789, to Read 287,169, Arithmetic 172,606, or more than one half of the whole number of pupils on the Books ; Geography 112,682, or little less than one-third of the whole number of pupils ; History 16,197, or one in twenty ; English Grammar, 62,508, a little more than one in five ; in Book-Keeping 5,301, or one in sixty-three ; Algebra 7,242 ; use of the Globes 33,749 ; Geometry, surveying, etcetera, 1,511, (less in proportion than in the Schools of Upper Canada.) ; Natural Philosophy, 14,445 ; Mental and Moral Philosophy, 1,822 ; Physiology, 8,182 ; Composition, 43,753 ; Vocal Music, 97,581, (an important and delightful fact) ; Writing, 184,521 or more than one half ; Chemistry and Astronomy, 11,248 ; Analysis and Definition, 87,914. It is needless to observe, that with two, or three, exceptions, how immeasurably the comparison preponderates in favour of the Common Schools in the State of New York, in respect, both to the course of studies, and to the numbers pursuing the essential and higher branches of them. After comparing the progress of the Schools for 1845, 1846, and 1847, the State Superintendent remarks,—

The most gratifying aspect presented, in comparing the results of the years designated, is the very large increase of pupils engaged in the more advanced, or higher, branches of English Instruction ; such as the Use of the Globes, Algebra, Geometry, Surveying, etcetera, Natural Philosophy, Book-Keeping, Chemistry, and Astronomy. The introduction of these studies into our Common Schools has been sanctioned by the Legislative Department of our Government, and is approved by the most distinguished and experienced men of our times, engaged in promoting the cause, and advancing the interests of public instruction. The pupil who may now be seen solving a problem in Geometry, in one of our Common Schools, will, ere long, be found demonstrating the more difficult problems of Political Economy, or, with a keen and animated intellect, examining and discussing the Science of Human Government in our Halls of Legislation."

From what has already been done, I am satisfied the Schools in Upper Canada may in four or five years, be made as efficient and potent in all respects as those of the State of New York.

VII. BOOKS USED IN THE SCHOOLS.—IMPORTANCE AND DIFFICULTIES OF THIS DEPARTMENT OF THE SCHOOL SYSTEM.

This is also another new department of school information. As the Text Books are the Tools which the Teachers employ, in instructing their pupils, a knowledge of their character gives an insight in several respects, into the state of the Schools,—aids in suggesting means for

their improvement, and indicates the success of the means already employed. I have not seen a School Report, or a school publication from any one of the neighboring States, in which the evils of the great variety of Text-Books in the Common Schools has not been acknowledged and lamented. But, it is only in the new States that effective means have been employed to prevent it. There the passing of general Common School Laws and the selection of Text-Books for the Schools by governmental authority, have taken place simultaneously, the great evil of omitting the latter having been witnessed in the older States. In the New York and New England States, the School Laws were passed, and the Schools were established and carried on for many years, without Government apparently being aware of the importance of making some provision or reference to Text-Books. In the meantime, compilers and publishers of all descriptions of School Books overspread the land with them. Every part of the country was visited by rival School Book Venders, and every School was filled with Heterogeneous Text-Books. In the midst of this multitudinous and constantly increasing variety of Text-Books, there could be no class division, and no class instruction in the Schools, and, therefore, no efficiency, or success, in instruction. The value of the Teacher's time, and the usefulness of the School were reduced more than five hundred per cent. in value. For the last fifteen years, attempts have been made by the State Governments and Educationists to cure an evil, which should in the first place, have been prevented; but the task has proved most difficult, and has as yet been very partially accomplished.*

TEXT-BOOK DIFFICULTY IN THE STATE OF NEW YORK.

The Boards of Trustees for Cities and Incorporated Towns in the State of New York, allow but one set of prescribed Text-Books to be used in the Schools under their care; and, with the view of correcting the evil, as far as possible, in the county Schools, the State Superintendent has prescribed that each Trustee Corporation shall select a series of Text-Books for their own School, and then shall not change them for a period of three years; and, any disregard of any instructions of the State Superintendent, subjects the party offending to a fine of ten dollars. In the New England States, the power of the State Executive has always been confined to seeing that every Township, or Town, of a given population should have a School, or Schools, of a given character, but the selection of the Text-Books, as well as of the Teachers in the Schools, has been made by Township, or Town, Committees, and all attempts to induce the surrender of these long exercised local powers to the Executive Government have hitherto failed.†

Those Governments have, therefore, been compelled to employ means to accomplish, by influence, what they could not do by authority, in remedying, what is admitted to be, a fundamental defect in their School System. They have, therefore, appointed Committees, or Boards, with Secretary-Lecturers, whose whole duty it is to collect and diffuse information on the best means of improving the Common Schools.

TEXT-BOOK DIFFICULTY IN THE STATE OF CONNECTICUT.

The magnitude of the evil of a multiplicity of Text-Books, and the difficulty of correcting it may be inferred from the following extract from the report of the Superintendent of Schools for the State of Connecticut, for 1847; judging from the reports of the School Visitors, there has been but little progress made during the past year in reducing the great variety of Text-Books in the same Schools, and in Schools of the same society. In a few instances, the Visitors speak encouragingly of the prospect of securing uniformity hereafter, but not in a single society do the Visitors report that the Books recommended, or prescribed by them, are the only Books used in all the Schools under their supervision. On the other hand, the obvious evils of a multiplicity of Books are spoken of almost unanimously, as one of the main obstacles to the improvement of the Schools. To remove or diminish these evils a number of remedies are suggested by the Visitors, as follows:—

1. The appointment, on the part of the Legislature, of a Committee, or Board, whose recommendations, or prescriptions, shall extend over the whole State of Connecticut.
2. A recommendation, or prescription, on the part of the State Superintendent,—a compliance with which shall be made the condition of drawing the School Money.
3. The similar action of a County Board, or Committee, which should be binding through all the Schools of a County.

* Since this paragraph was written I have learned that measures are being adopted, under the auspices of the State Superintendent, which are expected to result in the adoption of one, (and only one,) series of Text-Books for all the Common Schools in the State of New York.

† The Massachusetts State Board of Education sought for power to recommend Text-Books for the Schools in 1838, but it did not succeed. The State Board has no power to apportion School Moneys, or to make School Regulations, or to interfere with the Schools at all; its power, as the last Annual Report, (1847,) of the Board expresses it "is simply a power to collect and diffuse information, and to make suggestions to the Legislature."

4. The School Societies, through a Committee, might be authorized to purchase all the Books which are needed, and access the expense upon the scholars who use the Books.

5. The withholding of the School Money from every Society and School district, which will not take the steps necessary to secure uniformity of Text Books in the Common Schools within their respective limits.

The great point to be reached is uniformity in all the Schools of the same Society and Town, and in adjacent Towns, where the population is changing from one to the other, as in manufacturing districts. This uniformity, it is believed, cannot be reached unless the action of the Committee, or Board, who are intrusted with Regulations on this subject, can extend beyond a single year. Indeed, there is reason to believe, that there is, at this time, a greater variety of Text-Books used in the Common Schools of the State, than there was three years ago. The attempt, on the part of School Visitors to introduce new Books, without securing the removal of those already in use, has only added to the variety; and the diverse action of the same body in successive years, only "make confusion worse confounded."

From the Reports made to this department in 1846, corrected by the returns of this year, it appears that there were in use upwards of 295 different authors, or Text-Books, in the following studies, viz. :—

13 in Spelling.	2 in Botany.
107 " Reading.	5 " Algebra.
35 " Arithmetic.	1 " Natural History.
20 " Geography.	2 " Physiology.
21 " History.	1 " Composition.
16 " Grammar.	4 " Penmanship.
7 " Natural Philosophy.	2 " Moral Philosophy.
5 " Chemistry.	3 " Surveying.
2 " Geometry.	2 " Mensuration.
3 " Mental Philosophy.	2 " Declamation.
3 " Rhetoric.	4 " Dictionaries.
5 " Book-Keeping.	Etcetera, etcetera.

Success introducing an uniform series of Text-Books into the Schools of Upper Canada.

The Connecticut State Superintendent of Public Schools then recommends the plan which had been unsuccessfully recommended by the State Board of Education to the Legislature of Massachusetts in 1838, and which has been adopted by our Provincial Legislature in our System in Upper Canada, in order to introduce uniformity of Text-Books into the Schools. Had this provision been made at the time of passing our first general Common School Law in 1841, or the second Act for Upper Canada in 1843, the difficulties of carrying it into effect would have been much less than in 1846, and the School System would have been greatly in advance of its present state; for, between the year 1841 and 1846, some new School Books were compiled and published, and many others were imported, all of them together not forming a complete, much less an appropriate, series of Text Books.* It was not, therefore, surprising that some opposition should have been manifested at the introduction of so novel and important a provision in our School System. I had shown its necessity in my "Report on a System of Public Elementary Instruction for Upper Canada";† and I am happy to be able to say that results have justified its adoption, silenced every whisper of opposition, and have already secured the actual support of the public to an extent that could not have been anticipated at so early a period, and which is without a parallel in any State in America.

PROCEEDINGS OF THE PROVINCIAL BOARD OF EDUCATION ON THE TEXT-BOOK QUESTION.

It is just two years since the Provincial Board of Education was established, and recommended an uniform series of Text-Books for the Schools. The Board employed no powers of prohibition, became neither a Book-manufacturer nor a Book-seller; did not interfere with private enterprise, but provided and suggested facilities for its useful and profitable exertion, and that in connection with measures which led not only to the introduction of School Books of an improved quality, but to a reduction of nearly twenty per cent. in their prices,—thus preparing the way for securing to the whole Country the double boon of good and cheap Text-Books. The proceedings of the Provincial Board, which have borne these early fruits, I have fully detailed in my Special Report, prepared in June, 1847, and printed by order of the Legislative Assembly. I stated in that Report that I had procured from the Irish National Board of Education in Dublin, the very liberal donation of twenty-five sets of their Books, Forms and Reports, to enable me to present a set to each District and City Municipal Council in Upper Canada.‡ I have since visited the several Municipal Districts, and personally presented the

*See Chapter xiii on this subject,—pages 273-289,—in the Sixth Volume of this Documentary History.

†*Ibid* pages 203-205.

‡See pages 106, 107 of this Volume.

Books in question, at the same time, explaining their character and soliciting a careful examination of them, as to both their contents and prices, on the part of the local Representatives of the people, and of every friend of Common School Education.* Submitting these Books to such a test, and providing such facilities for an acquaintance with them in every District of Upper Canada, has entirely removed the suspicion, and silenced the absurd cry that had been raised in some quarters, "that the Chief Superintendent was endeavoring to saddle foreign and expensive School Books upon the Country." From that time to the present, I am not aware that a single newspaper in Upper Canada has uttered one word against those excellent School Books; they have been formerly enjoined, or recommended, by several District Councils; the use of them in the Schools is rapidly increasing; whenever they are used, they are highly approved; and the question of their general use in the Common Schools may now be considered as fully and harmoniously settled by the unanimous voice of the Country. In a subsequent part of this Report, (under the head of "General Results,") I will give some extracts from local School Reports on this and kindred subjects. In the meantime, I beg to refer to the appended Statistical Tables, and also to the General Statistical Abstract C, for tabular views of the principal Books used in the Schools in every District and Township of Upper Canada.*

1. THE IRISH NATIONAL SCHOOL READERS.—SPELLING BOOKS,—ARITHMETICS, ETCETERA.

The Board of Education for Upper Canada has attached the greatest importance to the use of the Irish National School Readers, as essential to the classification of the pupils of different ages, and different degrees of advancement; and, although the introduction of these Readers into the Common Schools is so recent, it will be seen by the Statistical Abstract C,† that they are used already in no less than 1,317 Common Schools, out of 2,727, or nearly one-half of the whole number of Schools reported. The "English Reader," which has long been used in the Schools, has already fallen below the Irish National Readers, being used in 1,067 Common Schools out of 2,772 reported as in operation; various other Readers are used in 358 of these Schools. I have no doubt that, in 3 or 4 years, the great evil of a multiplicity of Reading Books will disappear from our Schools.

1. *Various Kinds of Spelling-books used in our Common Schools.*

The hitherto almost universal nuisance of ordinary Spelling-Books appears to be diminishing in the Schools,—it being limited, according to Statistical Abstract C, to 721 out of 2,727 Schools reported as in operation. The principal Books of this class used are Mavor's, Carpenter's, Cobb's, and Davidson's. Mavor's is used in 294 Schools; and various kinds in 427 Schools. A more ingenious device for relieving the Teacher from labour, by imposing it needlessly and perniciously upon the pupil, can scarcely be conceived. What is more obvious than that the meaning of words can be most easily and appropriately learned by children, as they require to use them, or as they find them in the course of reading, where their practical application is witnessed at the same time that their meaning is acquired? What more natural than that children should learn to spell words in the way that they will necessarily employ this knowledge when acquired?

2. *The Senseless Drudgery of using the Ordinary Spelling Book in Schools.*

In no other language, than the English, are the pupils doomed to the senseless drudgery of poring over the columns of a Spelling-Book, to learn how to spell the words of their native tongue; nor are English pupils themselves condemned to this repulsive labour, and injurious waste of time, in the acquisition of any foreign language, and, yet they are, perhaps, more accurate in the orthography of such foreign language than they are in that of their own, with all the appliances of the Spelling Book; with the aid of some fifty rules, can most of the sentences in the English language be accurately constructed; and with the assistance of one-fourth of that number of rules, can nine-tenths of the words in our language be spelt. Why should not rules be employed in the latter, as well as in the former case? Why should not mere repetition be employed to secure accuracy in syntax, as well as in orthography? Why are the chaotic columns of a Spelling Book better to teach orthography than its reading lessons to teach Grammar? If the same common-sense principles and rational theory, which are employed in teaching Etymology, Syntax, and Prosody, were employed in teaching Orthography, children would be rescued from the aversion to all learning, the loss of time and labour, and even the horrors which are occasioned by the use of the common Spelling Book. In the series of the Irish National Readers, provision is made for teaching "how to spell" as well as "how to read," without the aid, (or

* *Ibid* page 133.

† I have not appended this Abstract, or some other of the Statistical Tables, as they are too voluminous for this Volume. They can be seen in the Appendix to the Journals of the House of Assembly.

rather the hindrance,) of the common Spelling-Book, and especially in connection with a little book called "The Spelling-Book Superseded," in which the rules of orthography are given, as well as a list of the most difficult words in the English language, together with their pronunciation and etymology.*

3. *The Various Kinds of Arithmetic Used in our Common Schools.*

In regard to Arithmetics, it is not of so much importance, what Arithmetic is used, so that but one is used in a School, at least an elementary one, for small scholars, and a large one for those who are more advanced,—answerable to the two published by the Irish National Board of Education in Dublin. The Teacher is the true, and the best, "arithmetician" for the Schools; and, if he cannot teach and illustrate its principles and rules without reference to a particular Text Book, very little of the science of numbers will be learned in his School. Walkingame's Arithmetic, of which two Canadian editions have been printed, has long been used in the Common Schools. It appears from Statistical Abstract C, that it was used (in 1847,) in 1,162 Schools, out of 2,727 Schools reported as in operation; the Irish National Elementary Arithmetic was used in 615 Schools; Daboll's in 283; Gray's in 205, and various kinds of Arithmetics in 546 Schools. But I think it very desirable that the examples of an Arithmetic should be chiefly selected from the statistics and commerce of the Country in which it may be used; its operations will thus be invested with additional interest, and divested of that abstract character which is the most serious obstacle to the progress of a beginner.†

4. *English Grammars in use in the Common Schools*

There being no peculiar excellence in the Irish National Grammar over others, the Board of Education for Upper Canada have thought proper to recommend the use of three Grammars in the Schools, namely the Irish National, Lennie's, and Kirkham's, as might be desired by School Trustees,—only one of the three to be used in the same School. The Irish National Grammar is used in 220 Schools reported, as in operation in 1847; Lennie's in 717; Kirkham's in 649; Murray's in 321; and various Grammars in 116 schools.

5. *The Various kinds of Geographies used in our Common Schools.*

Each Country should have a Geography, as well as an Arithmetic, of its own. Every youth should be made intimately acquainted, not only with the climate and outlines, and general productions of his own Country, but with the geographical positions, the extent, the soil, the waters, the population, the peculiarities, the Towns, and the commerce of its various Districts. A pupil in any School in Germany will go to the blackboard, and in less than ten minutes, will draw an accurate outline of Germany, with its Political Divisions, its Mountains, its Rivers, its Cities and Towns, and will then give you the commerce, the employments, the productions, and manufactures of each. His acquaintance with foreign Countries is in proportion, chiefly, to their connection with the History and Commerce of his own. In some large German Schools, that I have visited, not one of the pupils could tell the situation of Canada!—but the panorama of Europe was familiar to them, as was every Mountain, Stream and Hamlet in their own Country. It is thus with the youth of the neighbouring United States. Look into their Geographies, or go into their Schools, and you will find space and importance bestowed upon the peculiar population, towns, production, internal communications, trades, pursuits, and institutions of every State in the Union, and that with great care and minuteness. This is as it should be.

* See pages 170 and 286 of the Sixth Volume of this Documentary History.

† This was the character of many of the examples, (and questions), given the Reverend Doctor Strachan in his "Concise Introduction to Practical Arithmetic, for the use of Schools;" Printed by Nahum Mower, Montreal, 1809.

Among the exercises in this Book, of Arithmetic, Doctor Strachan gave several examples from Canadian subjects. Thus, a question in addition reads:

From Quebec to Montreal is 180 miles—from thence to Kingston 200—from thence to York 149—from thence to Niagara 78 miles—from thence to Detroit 210. Required the distance from Quebec to Detroit. *Answer*—817 miles.

Again a question in Multiplication reads:

The distance from Quebec to Montreal is 180 miles, supposing the road 17 yards broad, how many square yards does it contain? *Answer*—5,385,600 yards.

Several of Doctor Strachan's examples begin with local references, such as: "A Merchant in Montreal;" "A Gentleman in Quebec." Names of other places in Canada are also freely mentioned, such as, York, Kingston, Cornwall, etcetera.

As to Doctor Strachan's mode of teaching Arithmetic, see page 45 of the First Volume of this Documentary History. See also the Note on page 179 of the Sixth Volume of this History.

6. Reason why American Geographies are Objectionable in our Schools.

But that which so well adapts nearly all their elementary Geographies for the youth of their own Country, unfits them for any other Country, especially as they are generally not only almost exclusively American, but even partial and anti-foreign, also particularly hostile against everything British; as if their own youth could not be well educated without being taught to hate and contemn British institutions and people. No American Geography is more objectionable, in these respects, than Olney's, which has found considerable circulation in Canada, though it contains very little respecting Canada, and that little is, to a great extent, false and slanderous. Such a Book should henceforth be excluded from all our Schools.* Of course, European Geographies are designed for European, and not for American, or Canadian, youth. The most impartial, the best constructed, the cheapest and best adopted Geography for Canada with which I have as yet, (in 1847,) met, is Morse's New Geography, published by the Harpers of New York. His Geography contains well designed wood cuts, and maps, and is retailed in this Country for less than fifty pence, (84 cents.) It is impartial in its statements, and is less objectionable in one or two references to England, in respect to Ireland, and the war between England and the United States, than is Steward's English Geography on the same subjects. It contains the Municipal District divisions of Canada, and devotes as much space to our Country as to any one of the neighboring States of equal population and extent. The enterprising New York Publishers have intimated, that, if I would prepare an additional quarto page, or two, on the Statistics, Commerce, etcetera, of Canada, they would insert it, and publish an edition of their Geography expressly for Canada. I do not at present see any better means of procuring so cheap and so good a Geography for Canada.† In connection with the Irish National Geography, the Canadian Board of Education have recommended the use of Morse's Geography in our Schools; and it is beginning to become generally known, and will doubtless soon be generally used. It will be seen by Statistical Abstract C, that in 1847, the Irish National Geography was used in 230 Schools; Morse's, in 651; Olney's, in 344; Stewart's, in 91; and various in 331.

6. *Book-keeping* is taught in 523 Schools. The Irish National elementary work on this subject is used in 296 Schools, and various works in 27 other Schools.

7. *Mensuration* is taught in 294 Schools. The excellent work of the Irish National Board is used in 156 Schools; various other in 148 Schools.

8. *Algebra* is taught in 144 schools. Bonnycastle's *Algebra* is used in 48 Schools; and various others in 96 Schools.

9. *Elements of Natural Philosophy* are reported as having been taught in 77 Schools, but the names of the books used are not stated.

USE OF THE BIBLE AND TESTAMENT IN THE COMMON SCHOOLS.

10. The Bible and Testament are reported to have been used in 1,782 schools,—or in nearly two-thirds of the Common Schools of Upper Canada. This fact is the best answer to the objection of those who have represented our Common Schools as "Godless," and as excluding Christianity from these Schools, instead of providing for the inculcation in them of its principles and precepts. The question of the Holy Scriptures and Religious Instruction in schools is the rock on which every attempt hitherto made in England to establish a Public System of Elementary Education has been broken to pieces‡; and the means of solving this question occupied my most earnest inquiries for more than a year in various Countries in Europe, and some States in America. The results of those enquiries, not as embodied in theoretical discussions,

* In regard to American anti-British Text Books see page 283 of the Sixth Volume of this Documentary History. See also the Note, on the subject, on page 110 of this Volume. See also Section ix of Chapter xx of this Volume.

† The following Geographies have since this was written been published in Canada: A System of Geography, with Atlas, by Messieurs George and N. Gouinlock. (? 1846.) In 1855, Mr. Hew Ramsay of Montreal, published a "Geography of Canada" by Mr. T. A. Gibson. In 1857, the Editor of these Volumes of Documentary History published in Toronto "The Geography and History of British America, and of the Other Colonies of the Empire;" and, in 1861, he prepared for Mr. John Lovell of Montreal "Lovell's General Geography," and, afterwards, the "Easy lessons in Geography." Subsequently, Mr. Lovell had these works re-edited and changed their titles to "Lovell's Advanced Geography" (1880.) and "Lovell's Intermediate Geography" (1879). In 1881 The Canada Publishing Company issued the "Modern School Geography and Atlas"; in 1883, the "County Map Geography" was published by Messieurs W. J. Gage and Company; in 1885, Mr. W. C. Campbell published the "Canadian School Atlas," Parts I and II; in 1886, "The Elementary Geography" was published by the Canada Publishing Company; in 1887, the "Public" and "High School Geographies" were issued by the Canada Publishing Company.

‡ It was not until 1870 that an Act was passed, establishing an Elementary School System in England..

but as practically developed in both Roman Catholic and Protestant countries, are stated in my *Report on a System of Public Elementary Instruction for Upper Canada*, pages 22—52.*

1. *Regulations for Religious Instructions in our Common Schools.*

In harmony with what is there stated, I have endeavored to develop this most important and, at the same time, most difficult department, of our Common School System. With this view the Sixth Section of the Sixth Chapter of the *Forms and Regulations* was prepared, headed "*Constitution and Government of Schools, in respect to Religious Instruction*";†—a section which was submitted to both the Protestant and Roman Catholic Bishops of Toronto, as well as to other Clergymen, before its final adoption; and to which no candid Roman Catholic can object, and more than which no enlightened Protestant can reasonably desire.‡ In the same spirit, I addressed a Circular to the Common School Trustees, containing the following counsels and expositions of the Law on this subject:—

On the all-important subject of the Constitution and Government of Schools, in respect to Religious Instruction, I beg to refer you to the Forms, Regulations, etcetera, Chapter II, Section 6. "The School Law carefully guards against any interference with the rights of conscience, by expressly providing that "no child shall be compelled to read any religious book, or to join in any exercise of devotion, to which his or her parents or guardians shall object." But, by this restriction, the Law assumes that which has been considered by many as above civil authority to enact,—which has been enjoined by Divine Authority,—the provision for Religious Exercises and Instruction in the Schools. The Government does not assume the function of religious instructor; it confines itself to the more appropriate sphere of securing the facilities of Religious Instruction by those, whose proper office it is to provide for and communicate it. The extent and manner, in which this shall be introduced and maintained in each School, is left to the Trustees of each School,—the chosen guardians of the Christian educational interests of the youth in each School Section. If Trustees employ a drunken, a profane, or an immoral, Teacher, they act as anti-Christian enemies, rather than as Christian guardians of the youth of a Christian Country; and, if the atmosphere of Christianity does not pervade the School, on the Trustees chiefly must rest the responsibility. On the fidelity with which this trust is fulfilled by School Trustees are suspended, to a great extent, the destinies of Upper Canada.

2. *Nature of the Religious Instruction given in our Common Schools.*

Thus, without kindling the flames of religious contention on this subject, and yet maintaining inviolately the principles of Christianity, as the basis of our Educational System, each School Municipality, or Section, is authorized to provide, according to its own judgment, the nature and extent of the Religious Exercises and Instruction that shall be observed and given in the School. I am not aware of a single complaint on this subject; and the extent to which the Holy Scriptures are used in the Schools, indicates the character both of the people and of the system. It is true, that those, who wish the Common Schools to be the handmaid of one, or more, of the Religious Persuasions, or to place the common education of the youth under the exclusive control of the Clergy, may not be satisfied with this system; but, to those who are contented with the inculcation of the doctrines and spirit of the Ten Commandments, the Apostles' Creed, Lord's Prayer, and the discretionary use of the Holy Scriptures,§ will, I am satisfied, regard our Common School System as established upon the proper foundation of the Common Christian faith of our Country, in connection with the common religious rights of all classes of its inhabitants. It is also to be recollected that our Common Schools are not boarding, but day, Schools; and, therefore, they can have nothing to do with those parts of Religious Instruction which belong to the parental fireside and the Christian Sabbath. The churches' and parents' duties are not merged in those of Common, as in that of Boarding, Schools. In Common School Education, therefore, the instructions of the parent and of the Church are to be taken into account, in connection with those of the Common School.

* This Report will be found on pages 140—211 of the Sixth Volume of this Documentary History.

† The Regulations, in regard to Religious Instruction in the Common Schools, will be found on pages 299, 300 of the Sixth Volume of this Documentary History.

‡ The particulars of this consultation, in regard to Religious Instruction in the Schools, are given on page 79 of the *Ryerson Memorial Volume*, 1889.

§ The Board of Education for the State of Massachusetts have the following remarks on this subject in their Report for 1847:—"It is not known that there is, or ever has been, a Member of the State Board of Education who would not be disposed to recommend the daily reading of the Bible, devotional exercises, and the constant inculcation of the principles of Christian morality in all Public Schools, and it is due to the Honourable Horace Mann, Secretary of the Board, to remember that, in his Reports and Addresses, and in whatever form he expresses his opinions, he proves himself the unshrinking advocate of moral instruction upon Christian principles. Beyond what they may thus recommend and advocate, neither the State Board, nor its Secretary, can exert any official influence upon the religious condition of the Schools."

VIII.—THE THREE METHODS OF TEACHING IN THE COMMON SCHOOLS.

There are three distinct methods of teaching arising out of the arrangement of pupils in the Common Schools ; the Mutual, or Individual method, teaching pupils one by one ; the Simultaneous method, teaching by classes ; the Monitorial method, in which some of the more advanced pupils are employed to teach the less advanced. It is important to know which of these methods is adopted, or how far they are combined, in order to understand the character and efficiency of the Schools. * With this view, I introduced these heads into printed blank forms of local School Reports ; but, from the various inquiries, which have been made of me by School Trustees and Teachers, and from statements which I have received from some of the District School Superintendents, I have reason to believe that the distinctions, in respect to the methods of teaching have not, in all cases, been understood and, therefore, that the entire accuracy of the Reports cannot be relied on. The methods of teaching are reported in only 1,415 Schools, out of 2,727 in operation. It would follow from these defective returns, as given in the Statistical Table and Abstract C, that there are no classes in 557 Schools ; that "Simultaneous," or Class, instruction is followed in only 609 of the Schools ; and the Monitors are employed in 249. It will require another year to obtain full and accurate information on these subjects.

IX.—GENERAL CHARACTER OF THE COMMON SCHOOLS AND TEACHERS IN 1847.

It will be seen by referring to the statistical part of this Report, (Tables and Abstract D.,) that the Schools are classified as follows :—

- | | |
|---------------------------------------|--|
| 1. Good, or first-class, schools ; | 3. Inferior, or third class, schools ; |
| 2. Middle, or second class, schools ; | 4. Separate, or denominational, schools. |

There having been no standard fixed for the qualification of District Superintendents, for uniformity of judgment by them on the different branches taught, in the Schools, and the modes of teaching them, and for the uniform classification of Teachers, no very definite idea can be attached to this three-fold classification of the Schools.

1. *The Law provides that Teachers shall be divided into three Classes.*

The 41st section of the School Act of 1846 provides :

That the Teachers who shall receive Certificates of Qualification under this Act, shall be arranged in three classes, according to their attainments and abilities, in such a manner as shall be prescribed by the Chief Superintendent of Schools, with the concurrence of the Provincial Board of Education, and the sanction of the Governor-General-in-Council. †

In the absence of a common standard of attainments on the part of District School Superintendents, and of examinations and decisions by them, in respect to the qualifications of Teachers, this provision of the Act can be but very imperfectly carried into effect. Before submitting a Programme of the Examination and Classification of Teachers, I have been anxious that a previous preparatory step should be taken of convening all the District Superintendents at the Provincial Normal School, for a week or two, for the purpose of consultation, and for the establishment of a proper and common standard of proceeding and judgment, in regard to both the subjects and modes of teaching, and in respect to the whole system of Common School Instruction and economy.

The circumstances connected with the meeting and early prorogation of the Legislature, at its late Session, prevented me from submitting this, and several kindred subjects, for the consideration of the Government.

2. *Classification of the Schools in the Districts, and in Cities and Towns.*

At present the classification of the Schools must be considered as the opinion of each District School Superintendent of their standing in regard to other Schools on his District, or in respect to his own judgment of what a Common School ought to be. From the statements of several District Superintendents, I think the classification of the Schools is wholly relative, and has not been determined by any absolute standard. It appears from the Statistical Table and Abstract D, that 543 are returned as first class Schools ; 1,106 as second class ; and 803 as third class Schools.

* These various Systems of Instruction are explained in the First Volume of this Documentary History ; see pages 89, 174, 244 and 252 of that Volume.

† Page 69 of the Sixth Volume of this History.

3. *Separate Schools in Cities and Towns Diminishing.*

It appears also that, including all the Cities and Towns, (except the Cities of Toronto and Kingston, from which no reports have been received on the subject,) there are only forty one Separate Schools in Upper Canada. These, I believe, are generally of an inferior class. The number of them has been diminishing from year to year. The very small number of them shows that the provision of the School Law permitting their establishment is of very little importance, either for good or evil. I believe the fewer of these Separate Schools the better for the interests of youth, and the diffusion of General Education; but it is perhaps better to leave the Law as it is, in respect to Separate Schools, than to have an agitation arising from the repeal of it.

X.—KIND AND CHARACTER SCHOOL HOUSES IN UPPER CANADA, 1847.

No information has heretofore been obtained on the subject of School Houses,—their Kind and Character. This first attempt to ascertain the nature and extent of School-House accommodation in Upper Canada has been more successful than I had anticipated from the beginning; although it will be seen from Statistical Abstracts D. and E. that no reports whatever have been received from the Cities of Toronto and Kingston, and that from the Bathurst, Home and London Districts, no returns have been made of the state of School Houses, in respect to repairs, furniture, appendages, etcetera. Information as to the present state and character of the School-Houses is the first step towards their improvement. The information which has been collected, as is shown in Statistical Tables and Abstracts D. and E., relates to the kind of School-Houses, their sizes, titles, furniture, appendages, etcetera.

1. *Kinds of School-Houses*.—It appears that the total number of Common School-Houses in Upper Canada in 1847, was 2,572: of which 49 were brick, 84 stone, 1,028 frame, and 1,399 log.

2. *Sizes of School-Houses*.—In the Statistical Table and Abstract D., School-Houses are arranged in no less than fourteen classes in respect to size. It is unnecessary for me to state the whole number included in each class, as given in the tables referred to; but allowing an area of at least nine to twelve feet for each pupil, (according to the height of the room,*) the extent of School-House accommodation in each Township, as well as in each Municipal District in Upper Canada can be ascertained; and that, compared with the number of children of school age, as given in Statistical Table and Abstract A, will show the amount and deficiency of such accommodation in every District and Township respectively.

3. *Condition of School-Houses*.—699 are reported as in good repair; 817 in ordinary repair; 347 in bad repair; 1,705 having only one room; 98 having more than one room; 1,125 suitably furnished with desks, seats, etcetera; 683 not so furnished; only 432 furnished with facilities for ventilation; 1,119 not provided with proper facilities for ventilation; only 357 provided with a suitable playground; 1,378 destitute of a playground; only 163 furnished with privies; 1,571 reported as not so furnished.

1. *Very Unsatisfactory state of the School Houses in Upper Canada.*

This is a melancholy view of the state of School-Houses in Upper Canada. Having no data on this subject, in reference to former years, I am not able to compare the present with the former condition of School-Houses. I shall not here dwell upon the intellectual, physical, social and more evils arising from such a condition of School-Houses. I will only remark, that of so deep importance is the subject considered in the neighbouring States, that the Superintendent of Common Schools for the State of New York concludes his last annual Report on this point with the following recommendation:

The Superintendent respectfully submits that it is equally right and proper to require the inhabitants of a School district to provide a comfortable School-House, as a condition precedent to the annual apportionment of School Moneys, and it is to require that Schools shall be taught by a qualified Teacher.

4. *Titles of School Sites, School-Houses and Premises*.—The present School Act of 1846 places the legal title of the Common School Property of each District in the Municipal Council of such District,—the local School Trustees having the Property in trust for the time being. As early as October, 1846, I called the attention of District Municipal Councils to this provision of the Statute, and suggested the propriety and importance of each Council instituting an inquiry into the titles and condition of Common School Property within its own jurisdiction, and employing the proper means of legally securing the title to it. Several Councils evinced a praiseworthy vigilance on this important subject; but the reports show that there is no sufficient title for one-third of the Common School Property reported. Of the 2,572 School-Houses returned, the titles of but 2,100 are reported. Of these the titles of 1,403 are stated to be free-

*The least quantity of pure air required for each pupil is estimated, by the best writers on the subject, at from 135 to 150 cubic feet.

hold ; and the titles of 697 to be leases, written, or verbal, permissions of occupation. There were also 171 rented School-Houses. The Statistical Tables referred to will show the character, condition, titles, etcetera, of School-Houses, so far as they have been reported ; in every Township, as well as in every Municipal District, in Upper Canada. There is no reason to believe that either rented, or leased, School-Houses, or Premises, will be properly furnished, nor can we expect good Schools without good School-Houses.

5. *School-Houses built during the year 1847.* There are no returns on this subject from the Bathurst, Dalhousie, Prince Edward, Newcastle, Colborne, Home, Simcoe and Huron Districts, in some of which I know that School-Houses have been built during the year. The reports received state that 55 School-Houses to have been built during the year 1847 ; of which 21 were log, 18 frame 9 stone, and 7 brick. From these returns, it is pleasing to observe that the proportion of log School-Houses is less, and that of stone and brick greater, than that of the School-Houses erected in former years.*

XI. COMMON SCHOOL VISITORS AND THEIR DUTIES.

The visiting of Common Schools is a test of the public interest in popular education, and is a most important means of encouraging and animating both Teachers and pupils in the performance of their respective duties. No impediment to Common School Education has been more formidable and fatal than indifference to it, on the part of the more intelligent and influential classes, or individuals, of the community. To a great extent in this Country, the Common School has been considered as affecting only those who could not otherwise educate their children. Thus the very class of the population who most need prompting, counsel, and assistance in the education of their children, have been mostly left to themselves. The diffusion of universal education, under such circumstances, is out of the question. There is no example of an university educated people, where the more wealthy classes are not identified, in obligation and influence, with the Common Schools. Because a person may not avail himself individually of the Courts of Law, or of the law at all, he is not, on that account, exempted from the obligation of supporting legislation, and the administration of Justice ; no more ought to be exempt from the obligation of supporting Common School Education, because he may prefer a private, or classical, School for his own children. This principle is fully recognized in the Legislative Grant and the District Municipal assessment in support of Common Schools ; it is only defective in its application to the principle of imposing School Rate-Bills. And it was with a view of enlisting the active co-operation and influence of the most intelligent persons in each community, on behalf of the Common Schools, that the provision of the Act of 1846 was introduced, constituting Clergymen, Magistrates, and District Municipal Councillors, as School Visitors, and authorizing each of them, as such, to act within their respective Townships or charges, and—

To visit Schools—especially to attend the Quarterly Examinations of Schools, and at the time of such visits to examine the progress of the pupil and the state and management of the school, and give such advice to the Teacher and pupils as they may deem expedient, according to the regulations and directions for Visitors, which shall be prepared by the Chief Superintendent of Schools.

By the 15th and 16th Sections of the Act of 1846, Visitors are likewise authorized to adopt other voluntary measures for promoting the interests of the Common Schools, and diffusing useful knowledge in their respective localities.

The two-fold objection made by some against this provision of the Law, namely, that School Visitors would not act without being paid, or, that they would officiously and injudiciously interfere in school operations, has been entirely obviated by facts. I am not aware of a single complaint of any misuse of any privilege, or power, on the part of any single Visitor in Upper Canada, and the visits of the Visitors to the Schools are more numerous than I had anticipated during the first year, when the Law of 1846 was little understood, and imperfectly appreciated. It is surely of no small importance to the cause of popular education to bring to its assistance the moral and social influence of the Religious Instructors of the people, as well as that of the local Representatives and the Guardians of public order ; and the securing of no less than 3,908 voluntary visits from Clergymen, Magistrates and Municipal Councillors to the Schools, during the year 1847, is an important fact in the history of Elementary Education in Upper Canada, as well as an ample justification of this provision of the School Act of 1846.

*Although plans of School-Houses had been published in the *Journal of Education for Upper Canada* during the years 1849-1875, yet it was nevertheless thought desirable to encourage local enterprise and interest in the matter. So, in 1872, therefore, the Chief Superintendent of Education decided to offer, through the *Journal of Education*, prizes for the best Designs for various kinds of School-Houses and Block Plans for School Sites. Thirty-one designs and plans were received in competition. To seventeen of these plans prizes were awarded, varying from five to forty dollars each. Thirteen designs and plans were rejected, as not of sufficient merit. In the "Special Report of the Bureau of Education at Washington, Part II, published in 1886, will be found on pages 408-411, a Paper on 'School Architecture in Ontario,' by Mr. John Dearness, Public School Inspector, County of Middlesex, East, Ontario, Canada'."

1. *Number and Kind of Visits Paid to the Schools.*

The largest number of school visits by both District and Township School Superintendents reported for any one year, under the late Act (of 1843), was 6,751; the number of school visits of District Superintendents and Visitors reported for the year 1847, was 7,457,—besides 5,218 visits of other persons, making a total of 11,675 made to the Common Schools in 1847. It appears, from Statistical Table and Abstract E, that, of these visits, District School Superintendents paid 2,549; Clergymen, 1,823; District Councillors, 882; Magistrates, 1,203; other persons, 5,218. Statistical Table E exhibits the number of visits by each of these classes in every Township of Upper Canada; and the Statistical Abstract E presents a view of the same classification of visits in each of the several Municipal Districts. It will be seen that, in one District, the visits of the Superintendents are equal to only two-thirds of the number of Schools; so that more than two hundred Schools, in two Districts, have not been visited by a District School Superintendent at all, during the year. It is, however, gratifying to observe that the Local Superintendents' visits in some Districts far exceed the number of Schools. The Superintendents of the Midland and Johnstown Districts have made the greatest number of school visits during the year,—the former having made 292, and the latter 245. I find the visits of the Clergy in one District, (Lon lon,) amounting to 201, and those of the Magistrates in another District, (Johnstown,) to 136. In the State of New York, the Law requires a Summer and Winter visitation on the part of Local Superintendents, and of its importance there can be no doubt. In connection with such visitations, conscientiously and thoroughly performed, the cordial co-operation of the resident Clergy, Magistrates, and others, is of vital importance; and, I have been informed, that the voluntary visits and the Quarterly Examinations have given a new and unprecedented impulse to the Schools in several Districts. I trust that, in the course of a year, or two, this feeling will become general, and that the Common School examination and celebrations will be among the most common and interesting social festivities of the people.

XII.—QUARTERLY SCHOOL EXAMINATIONS OF THE SCHOOLS REQUIRED BY LAW.

The present School Act requires every Common School Teacher to have, at the end of each Quarter of the year, a Public Examination of his School; of which he shall give notice, through the children, to their parents and guardians, and shall also give due notice to the Trustees and any School Visitors, who may reside in, or adjacent to any, such School Section. Though I am not aware of such a provision existing in any other Common School Law in America, yet I consider it one of the most useful provisions of our own Statute. It is an indirect, but powerful, remedy against the employment of inefficient Teachers; it is well adapted to animate both Teachers and pupils to exertion, to attract public attention to the School, and to excite public interest in its support. In Colleges, and in all well-conducted Public Schools, great importance is attached to periodical examinations; even conductors of private Seminaries and Schools resort to them, both as means of prompting the efforts of their pupils, and of drawing public support to their establishments. The practice of periodical public examinations cannot fail, therefore, to be eminently conducive to the interests of our Common Schools. It cannot be expected that so new and important a feature in our school operations could have been universally introduced in a single year; and the Reports of the District School Superintendents are not specific on that point. I believe, however, that this requirement of the Act of 1846 has been pretty generally complied with. I have heard of the attendance at such examinations being, in some instances, small; but more frequently large and highly gratifying. On such occasions, these examinations have been converted into local school celebrations, numerous attended by the Clergy and other leading persons of various Religious Persuasions, as well as by the parents and friends of the pupils, accompanied by addresses, music, refreshments, &cetera. Thus, all parties have been gratified, the pupils have been delighted, the Teachers have been encouraged, and a whole neighbourhood has been wrought up and united in a feeling of social oneness, and of lively interest for the success of the School, and the education of their youth. I anticipate very beneficial results, both social and educational, from this provision of the Act of 1846.*

XIII.—GRAMMAR AND PRIVATE SCHOOLS.

A full and accurate knowledge of the educational condition of the County cannot be acquired without ascertaining the instruction given in Grammar, and Private, as well as in Common, Schools. With this view, I prepared in blank forms of reports, columns in reference to

* A Paper on "Uniform Promotion Examination on the Public Schools of Ontario," by Mr. "D. J. McKinnon, Public School Inspector, County of Peel, Ontario, Canada," is printed on page 150-153, and one on "The Influence and the Effects of a System of Uniform and Simultaneous Examinations on Schools and Teachers," by Mr. "William Carlyle, School, Inspector of the County of Oxford, Ontario, Canada," on page 154-157 of a "Special Report of the Bureau of Education at Washington, Part II, 1886.

Grammar and Private Schools, the statistical results of which will be found in Table and Abstract E. It will be seen from Abstract E., that the Reports from some Municipal Districts are very defective, and that no Report whatever has been received from the Toronto City School Superintendent.

It appears from the returns made to the Department, that there are 38 Grammar Schools and Academies,—more or less aided by public funds; that there are 96 Private Schools; that, in 40 of these Schools, the elementary Classics are taught, and, in 53 of them, French, Drawing, and Music are taught; that the total number of pupils reported in these Schools is 3,531.

Some of these Schools are spoken of by the District Superintendents in terms of strong commendation. The Conductors of these Schools have received the visits of the District Superintendent with great courtesy, and have evinced much readiness and satisfaction in giving every information respecting their Schools. It appears from these Reports, and making due allowance for their defectiveness, that, at most, only five per cent. of the school-going youth of Upper Canada receive instruction in Public, Grammar and Private Schools; and, therefore, that ninety-five out of every hundred of them are altogether depending upon the Common Schools for their education. No stronger illustration can be required to evince the unspeakable importance of the Common Schools, and the paramount obligation of every friend of the Country to elevate their character and promote their efficiency.

XIV. DISTRICT MODEL SCHOOLS, AND THEIR OBJECT.

These Model Schools are designed to be examples of what the Common Schools, in their respective Districts, ought to be, in instruction, discipline, arrangements, etcetera, and to be open, without charge, to all School Teachers. It will be seen by Statistical Table F., that only three District Model Schools were in operation during the year 1847, in the Dalhousie, Johnstown and Midland Districts. Two of these Model School-Houses are built of stone, the other of wood; one of them has only one Room; another has three; and a third has four Rooms. A library is attached to but one of them,—containing only forty-nine volumes; and there were only 110 pupils in the three Schools during the year.

There was advanced out of the Legislative grant, for their support, £90, raised by Municipal Council assessment, £180; and, received from other sources, £106. The salary of one of the Teachers is £70; those of the other two are reported at £150 each. The School Superintendent of the Dalhousie District says—

In this establishment, the number of pupils has varied from 37 to 64. I have there held Public Examinations of Common School Teachers; and, on some occasions, when reluctant to give them Certificates of Qualification, I have sent them to the Model School Master for information and examination. No charge was ever made to such persons, neither did they make any permanent stay, except one, merely learning the mode of instruction, the nature of the studies, and discipline of the Schools.

The Superintendent of Schools in the Johnstown District says—

The number of pupils who have attended the Model School in the present year is 28; of that number 13 still remain. The studies pursued are: Reading, Writing, Grammar, Geography, Arithmetic, Book-keeping, Mathematics and Algebra. The School is now held in the stone School House in the village of Frankville, in the Township of Kitley. It is supplied with Globes, School Maps, and a Map of the World on rollers, and a Library of 49 volumes, which have been purchased with the surplus funds since I made my last Report. Much good has been done by the establishment of the Model School in this District. Several Teachers, whose education was, by no means, good, have acquired a sound knowledge of the subjects which are required to be taught in the Common Schools.

The Superintendent of Schools in the Midland District says—

Almost every Teacher who has attended the Model School for any length of time, is now Teaching with good success.*

XV. SCHOOL REQUISITES AND SCHOOL LIBRARIES.

With a view of ascertaining the extent of facilities for instruction in the Schools, and for the diffusion of general knowledge by Book Associations, I provided columns in the blank forms of Reports for the returns of School requisites and Libraries. In respect to School Requisites, it will be seen from Statistical Table and Abstract E., that, 486, or about one-fifth of the Common Schools reported, large Maps are hung up; and that in 255, or about one-twelfth of the Schools reported, Black-Boards, etcetera, are provided. As to Libraries in the returns made, three kinds of Libraries are reported,—Common School, Sunday School, and Public Libraries;

* In the "Special Report of the Bureau of Education," Washington, 1886, Part II., pages 169-173,—there is a Paper on the "County Model School System of the Province of Ontario," by Mr. "John J. Tilley, Inspector of County Model Schools," Ontario, Canada.

Common School Libraries 32, containing 2,729 volumes ; Sunday School Libraries 33, containing 3,915 volumes ; Public Libraries 20 containing 3,960 volumes. I think the reports of Sunday School, if not Public, Libraries, are very defective.

On the importance of School Requisites and School Libraries, I need not here remark, as I have dwelt upon them so fully in other Reports and papers, and, as the necessity and great utility of them are universally admitted.

XVI. OPERATIONS OF THE PROVINCIAL NORMAL SCHOOL, TORONTO, 1847.

The establishment of a Provincial Normal School, for the express purpose of giving instruction in the Art of School Teaching, forms a new epoch in the history of popular education in this Country, and is destined, I have no doubt, to produce, directly and indirectly, an amazing and most beneficial change in the whole character of our Common Schools. It is now a settled point among all enlightened Nations and States, that School Teaching is an art that requires to be both theoretically and practically studied and acquired, in order to be successfully and beneficially pursued,—as much so as the art of printing, or building, or the profession of law, or medicine.

As the few examples of self-educated men are no argument against the necessity and importance of Schools, and Colleges ; so the instances of able and successful Teachers, without the preparation of a professional training, has been justly considered as no argument against the establishment of Normal, or Teachers' Training Schools.

1. *Normal Schools are Essential in all Educating Countries.*

Thus, in the various States of Germany, in France, Great Britain and Ireland, and the neighboring United States, provision is made for the establishment of Normal, as well as Common, Schools, and, in all of these Countries, Normal Schools are, in the largest sense, free schools, giving instruction without charge, and generally furnishing some additional aid to the Pupil-Teachers attending them.

In every Country where Normal Schools have been established, the introduction of them, as a constituent element of the Popular School Systems, has been preceded by much inquiry, and attended with much discussion and delay.

2. *How much the Upper Canada Normal School is appreciated.*

I know of no Country in which the establishment of this all-important department of the Common School System has been attended with so little delay and opposition as in Upper Canada, and, in which, its operations, in proportion to the population of the Country and the means expended in its establishment, has been so successful in so short a time. It is only a little more than two years since the first definite and decisive measure was submitted to the Government and Legislature for the establishment of the Provincial Normal School ; and it has been already in operation nearly a twelve-month, and is resorted to by upwards of one hundred candidates for School Teaching, more than nine-tenths of whom have already been Teachers ; and not a failure, or difficulty, or even friction, has attended any of the plans adopted for the establishment, the selection of Masters, and the management of the Institution down to the present moment.* The whole has been effected within the low estimate of expense originally submitted to the Government ; and the attendance of Teachers-in-training, before the end of the first year's operations, exceeds the maximum of the success anticipated. Thus has this most difficult, as well as most important, branch of Public Instruction been brought within complete and successful operation, under circumstances affording unmingled satisfaction, in respect to the past, and the most sanguine expectations in respect to the future.

3. *Mode of Putting the Provincial Normal School into operation in 1847.*

The plan adopted for the establishment and management of our Normal School is analogous to that which has been adopted in the State of New York, for the establishment of a State Normal School at Albany ; but, with this difference, that a much larger sum was appropriated out of the School Fund of that State, than in Upper Canada, for the establishment and support of the Normal School ; the State Superintendent of Schools has greater individual power there than here, in relation to the School ;—and we have a Provincial Model School as part of the Normal School Establishment, in which 120 Pupils are taught, and, in which, each Normal School Student practises teaching an hour a day, during three days of each week, under the direction of the Model School Head-Master,—an essential accompaniment of Normal School instruction, which, I understand, is now being introduced into the Albany Institution, as completely as it has been in ours.

* See pages 61 and 73 of the Sixth Volume of this Documentary History.

4. Steps taken to procure Premises for the Normal and Model Schools.

In my "Special Report" of June, 1847,* I detailed the steps which had been taken to procure and fit up the Buildings and Premises formerly occupied as the Residence of the Lieutenant-Governor in Upper Canada, the appointment of a Head-Master, and the selection of suitable Apparatus for the illustration of Lectures in Chemistry and Natural Philosophy. In the Statistical part of this Report, Table G., will be found an account of receipts and expenditures of moneys granted for the Establishment and support of the Normal School. The Legislature made a special grant of £1,500 for "procuring and furnishing suitable Buildings." Under this head, it will be seen that the sum of £1,335 13s. 1½d. have been expended by the Provincial Board of Education. The account of the expenditure of the special grant is brought down to the 28th of the present month. There yet remains to be provided, under this head, the fitting up of the Playground and Gymnastic apparatus in connection with the Model School. The amount of the current and contingent expenses of the Normal School is brought down to the commencement of the current year, according to the provisions of the Act of 1846, relative to the Annual Reports of the expenditure of the Legislative School Grant. It will be seen that there was expended, under this head, for the year 1847, the sum of £1,002 12s. 10½d. There were considerable contingent expenses in procuring proper Apparatus, Books, etcetera, at the establishment of the Institution, which will not soon occur again. The Premises and Apparatus are admirably adapted to the objects of the Normal School, as Your Excellency was pleased to state, on your personal examination of them during your welcome and gratifying visit to Upper Canada, in the autumn of 1847. (Page 103 of this Volume.)

The Establishment consists of the Provincial Normal School proper, and the appended Model School: The former, the School of Instruction, by Lecture; the latter the School of Instruction, by Practice. The pupils of the former are Teachers-in-training; the pupils of the latter are 120 children from the city of Toronto, who pay two-pence a week each. In the former two Professors, or Masters, are employed; in the latter there are two regularly Trained Teachers, under the superintendence of the Head-Master of the Normal School. In the Model School, each of the Students of the Normal School, under proper oversight and direction, teaches an hour a day, during three days in the week; so that from six, to twelve Pupil-Teachers are employed in the Boys' Model School during the greater part of the time. The Model School is designed to be a practical exemplification of the system of school teaching and discipline practiced in the Normal School.

The Model School was opened in February last, (1848,) and the applications for admission into it have, from the beginning, been far more numerous than could be entertained.

5. The Opening of the Normal School in November, 1847.

The Normal School was opened on the first of November, 1847, in the presence of a large number of influential Gentlemen from different Municipal Districts of Upper Canada. After a brief explanatory statement by the Chief Superintendent of Schools, the Head Master, (Mr. T. J. Roberston, delivered an admirable introductory Address, on the "Importance of Normal School Instruction," and the system intended to be pursued in the Upper Canada School; and Mr. H. Y. Hind, (late Scholar of Queen's College, Cambridge,) Mathematical Master and Lecturer in Chemistry and Natural Philosophy, gave an able and lucid explanation of the subjects of instruction appertaining to his own department, and of their adaptation to the pursuits and employments of the people of this Country.† Twenty students presented themselves, with the requisite certificates of character, etcetera, at the opening of the Normal School; but their number increased in a few weeks to fifty-four.

The first Session of the Institution was closed in the middle of April, (1848,) by a public examination, which, notwithstanding the disadvantages incident to the first session of a new Institution, gave the highest satisfaction to the many distinguished and intelligent Gentlemen who witnessed it, and received the unanimous and warm eulogiums of the public press.

The second, or present, Session commenced in the middle of May, 1848; and there are now 118 students in attendance, of whom 20 are Females;—a Female Department having been established at the commencement of this Second Session. Upwards of ninety of the present students have been Teachers of Common Schools, and come to the Normal School to qualify themselves better for the duties of their profession.

6. The Subjects of Instruction in the Normal School.

The Head Master gives instructions in the Elements, and Philosophy, of Grammar, Orthography, Composition, Art of Reading, Rudiments of Logic, Geography, Mathematical, Physical,

* Chapter xi., page 104-106. of this Volume.

† See page 97-101 of this Volume.

and Political, with rudiments of the Use of the Globes, Elements of General History, Linear Drawing, Mulhauser's System of Writing,* Rudiments of Trigonometry, with a view to Land Surveying with the Theodolite, Art of Teaching, with daily teaching in the Model School, mode of teaching the National School Books. The Mathematical Master gives instruction in the Science and Practice of Arithmetic, including the use of the Logarithm Tables, Algebra, as far as Quadratic Equations, the Progressions and the Binomial Theorem, inclusive, Geometry, six books of Euclid, Heat, Electricity, Galvanism, and Magnetism, Mechanics, Hydrostatics, Pneumatics, Animal and Vegetable Physiology, Elements of Astronomy and of Agricultural Chemistry. Animal Physiology is treated of in special reference to the laws of health, and the proper means of preserving it, with various practical observations on the Ventilation and Temperature of School-Houses. Under the head of Mechanics, besides a general exposition of the five Mechanical Powers, isolated and confined, the Steam-Engine, the Locomotive, the different varieties of Pumps and Hydraulic Engines have been practically illustrated and explained. In Agricultural Chemistry, that important science, (as far as time will permit,) is treated in special reference to the Soils, Climate, and Productions of this Country, illustrating particularly the mode in which experiments of an agricultural character should be conducted. During the present Summer Session, upwards of fifty Agricultural Experiments are being made on the grounds attached to the Normal School, under the direction of the Mathematical Master, whose taste for Horticulture and Agriculture is not less ardent than his talents as a Mathematician and Lecturer are pre-eminent. The Grounds are placed under his immediate care, and the students derive no small advantage from his refined taste and rural sympathies; and I must not omit to add, that regular instruction is given by a competent person specially employed in Vocal Music, according to the German system of Wilhelm, as anglicized by Hullah, under the sanction of her Majesty's Privy Council Committee on Education. This system is specially adapted for popular use, and it has been formally recommended by the Governments of France and England.†

7. *Remarks on the Proper Mode of teaching these Subjects.*

It is scarcely necessary for one to remark, that the mode of teaching these subjects is of the most thorough and practical character, exercising the powers of perception, understanding, and judgment, rather than burthening the memory; elucidating the reason of rules, rather than merely teaching rules themselves, inculcating the habit of thinking, of investigation, of reasoning, and not of a slavish reliance upon the recollection of rules, or upon their authority; and enforcing and illustrating the whole, in connection with the future duties and profession of the students. Mr. Robertson, the Head Master, from his high talents and qualifications as a Teacher, his long experience, and standing as a School Inspector, under the National Board of Education in Ireland, is most admirably adopted for the varied and important instructions and duties which appertain to his department, as a Teacher, and to his position as Head Master; and Mr. Hind, to the qualifications already mentioned, unites the rare advantage of a practical acquaintance with the thorough and profound German system of teaching the exact sciences, and the different branches of Natural Philosophy, having attended lectures two years in the celebrated Royal Commercial School at Leipzig, in Germany. The Provincial Normal School is also provided with excellent Models, and Apparatus for illustrations and experiments in the course of lectures, or rather teaching by lecture; that is, blending continuous examinations with oral lectures. The immense advantages to the students themselves of such a preliminary course of training, and the benefits to the Province at large of sending out annually from 150 to 200 Teachers, thus prepared, into its various Municipal Districts, can be more easily conceived than described. A process of this kind, for a few years, will render our Common Schools worthy of being the "Schools of the People."

8. *Provision for Religious Teaching in the Normal School.*

It is also worthy of special remark, that every Friday afternoon, from two to four o'clock, is devoted to Religious Instruction, when the Clergy of the several Religious Persuasions attend, and give such courses of Religious Instruction to the members of their respective Churches, as they judge expedient. This arrangement is found to be both convenient and satisfactory, and, I have no doubt, very beneficial. The students are also required to attend their several Places of Worship on the Sabbath.

* On the importance and advantages of this system of writing which has been officially sanctioned and recommended by the French and English Governments, see *Report on a System of Public Elementary Instruction for Upper Canada*, on pages 172-176 of the Sixth Volume of this Documentary History.

† Respecting some characteristics of this system, the manner in which it has been adopted in France and England, together with the great advantages connected with the teaching of vocal music in Common Schools, see *Report on a System of Public Elementary Instruction for Upper Canada*, on pages 186-189 of the Sixth Volume of this History.

9. *Terms of Admission to the Normal School, and Weekly aid to Students.*

The Terms of Admission, which, after mature deliberation, were adopted by the Board of Education, will be found in the Appendix to this Report*; as also the General Rules and Regulations.†

In a printed Circular, dated the 4th of August, 1846, the Board announced, as a Regulation applicable to all students "a trial of three months as to capacity and disposition both to learn and to teach."‡ The Board has extended this condition to the whole period of the student's attendance, so that if at any time any student relapses in his application, and manifest inattention to his studies and duties, the weekly assistance is no longer allowed him. The Board being determined to expend whatever means the Legislature has placed, or may place, at its disposal, with the most careful economy, and to advance most effectually the objects of Normal School Instruction in Upper Canada. The aiding of students to the amount of five shillings a week each, in addition to providing them with Books and giving them instruction, has been adopted after the example of the Executive Committee of the New York State Normal School at Albany, and from the circumstances that too little encouragement is given to Common School Teachers. The continuance of it must depend upon the liberality of the Legislature, as this expenditure was not taken into consideration, when the original estimate of the probable current expenses of the Institution was laid before the Government. But I know of no way, as the experience of other Countries has shown, in which so much may be done to promote directly, and indirectly, the great interests of sound popular education; in some Countries of Europe all the expenses of Normal School students are defrayed by the Government.

10. *The Condition, requiring Students to continue Teaching for a fixed period, is reasonable.*

The only point on which, as far as I know, any doubt or apprehension has been expressed, relates to the declaration required by the Board from candidates for admission to the Normal School respecting their intention to teach Schools, and that their object in coming to the Normal School is to qualify themselves better for that profession. It has been supposed by some, that this voluntary obligation of morality and honour is not sufficient to secure the Students to the profession of School Teaching. The reply is, that this condition is the same as is required by the authorities of Normal Schools in the neighbouring States, where the temptations and habits of various enterprise and adventure are more common and powerful than in this Country; that it is better for a man to pursue any profession as a freeman than as a slave; that, if a man does not pursue School Teaching voluntarily, he will not do so successfully and usefully; that it has been found, by actual experiment, that those who have regularly qualified themselves for School Teaching do, as a general rule, follow it, and that in the few instances of their being compelled, or induced, to leave the profession, they are not altogether lost to the interests of Common Schools. On this point it will be sufficient for me to quote the following statements and remarks of the Executive Committee for the Management of the New York State Normal School, in their Report of January, 1847;—

11. *Experience of the New York State Normal School in this Matter.*

It is found, upon examination of the School Register, that since December 18th, 1844, 508 students have attended the State Normal School for a longer, or shorter, period. Of this number 178 are now in the School; 6 have died; 14 were found to be incompetent for teaching, and were, at an early day, advised to engage in other pursuits; 11 left on account of ill health, unfitting them alike for study and teaching; and 29 left at an early period of their connection with the School, relinquishing for various reasons the purpose of teaching. If these numbers be added together their sum will be found to be 338; and, if this last number be subtracted from the whole number on the School Register, the remainder to be accounted for is 270. Of these 270, 144 are Graduates of the School; and the Committee know, that 129 of them have been engaged in teaching since their graduation; and of the remaining 15 Graduates, one has died, and the rest, with the exception of 4, are believed to be teaching, though no definite knowledge of their pursuits has been obtained. It may also be proper to state, that those persons, who have not been heard from, were Graduates of last term, and sufficient time has scarcely elapsed to afford an opportunity of learning their pursuits. Of the remainder of the 270, numbering 126, who left the School prior to graduation, nearly all, on leaving, declared that it was their intention to teach; 84 are known to have taught since they left, and but few of the others have been heard from. Thus, it appears, that the State Normal School has sent out 213 persons, who, when heard from, were actually engaged in teaching. In many instances also, accounts have been received of the manner in which these Students were acquitting themselves as Teachers, and the Committee are happy to say, that, as far as heard from, they are giving great satisfaction.

* Printed on pages 92, 93 of this Volume.

† *Ibid*, page 96.

‡ The part of the Circular here referred to will be found on page 238 of the Sixth Volume of this History.

From these statements it will appear that the assertion is without facts to warrant it, that the Students of the School do not design to teach. The most of those who have gone forth, and were competent to teach, are actually and successfully engaged in teaching. Furthermore, the Committee have the facts to prove, that four-fifths of the pupils who have entered the Normal School had taught before they came to it, and this, independent of the facts above named, would justify the presumption that, in coming to the Normal School, they wished to fit themselves the better for the work of teaching, and expected to devote themselves to it; for why would they come to a School, the exercises of which are designed for the benefit of Teachers, unless they wished to fit themselves to become such.

It appears, therefore, to the Committee, that the Normal School must do great good, because it has already done much. It has sent out 213 persons, (the most of whom had taught school before,) with higher aims, increased order, more extensive acquirements, and with greater aptness to teach than it found them; facts prove this to be true, and what has been already done can be done again, and it is confidently believed it will be.

But thus far, the indirect good influence of the Normal School has been greater than the direct influence. The pupils returning to their homes, have awakened a deeper interest in the subject of education in their own Counties. The Teachers have, in general, received them kindly; no jealousies have been awakened, and whatever improvement the "Normals" could suggest, or information they could give, was kindly received, and turned to good account.

A pleasant spirit of emulation has also been excited in some Counties. The Teachers have sought to surpass the Normal pupils, by having better Schools than they, and thus, an honest rivalry has been excited, all striving to do their best.

Hence it would seem that, independent of actual teaching in the district Schools, the Normal Students are making a deep and salutary impression upon every portion of the State. Furthermore, the community at large is becoming convinced that Normal Schools are valuable; nay, necessary. Hence, independent Schools of this kind are already instituted, and it is hoped and believed, that more will be instituted. This is well, very well. It is just what was hoped for; and if the State Normal School did no more than to excite attention, and cause ten, or twenty, independent Normal Institutions to be started through the State, the money and time and labour expended, in its formation and guardianship, would be a most profitable outlay.*

XVII. GENERAL RESULTS ARRIVED AT IN UPPER CANADA IN 1847.

It would be too much to expect any very marked results in advance for the first year's operations of the School Law of 1846, against the misconceptions, prejudices and oppositions, which, as the school history of all Countries shows, has invariably attended the introduction of any general law on the subject,† and under the disadvantages common to the working of every new law, the entire efficiency of which, with the bare exception of the apportionment of the Legislative School Grant, depends upon the voluntary action of the people themselves, in their local District, or School Section, Municipalities, or isolated domestic and individual relations. The Common School proceedings of the year 1847 may, therefore, be considered as the voluntary educational development of the public mind of Upper Canada, during the first year's operations of the present School Act of 1846, and the Common School System founded under it; and the preceding portions, and accompanying Statistics, of this Report show that development has resulted in an increase of local Assessment, of local Rate-Bills, of attendance of pupils at the Schools, and of the collection of a mass of information, which, however, defective in some of its details, is of a varied and most important character, and will serve as the basis of useful inquiries, calculations and improvements in the Common Schools of every Municipal District in Upper Canada.

1. Evidence of satisfactory progress in the future.

In addition to this, and apart from the successful establishment of the Provincial Normal School, I think every intelligent man of any party will bear witness, that a greatly increased interest has been created among the people at large, on the importance and character of Common School Instruction; and that this, after all, is the object of the greatest importance, and the most difficult of accomplishment in laying the foundation of a system of universal education. The difficulty in this respect is still wide-spread and lamentable; but it is a cause of congratulation that it is very much less than heretofore, and that an organization and interest have been commenced, which, if fostered and encouraged, promise auspicious developments and beneficial results in the future.

2. Personal reports of Local District School Superintendents.

I regret that all the District Superintendents of Schools have not accompanied their Statistical Reports with general remarks. I will here insert extracts from those that have been for-

* "The Normal Schools and Their Work in Ontario" is the title of a paper in the "Special Report of the Bureau of Education," Part II., pages 223-229, by Mr. Joseph H. Smith, Public School Inspector, County of Wentworth, Ontario, Canada, published at Washington, in 1886.

† On this subject, see Chapter xiii. of this Volume, page 113-124.

warded to me of a general character ; and, as such, they may, perhaps, be regarded as indicating what is common to the Country at large, on the subjects to which they refer.

The Common School Superintendent of the Dalhousie District, (the Honourable Hamnett Pinhey.) says :

I have to add, that, although, the School Houses in the rural parts of this District are still below mediocrity, as to their construction, furniture and convenience, and the Teachers, in many instances, are far from being efficient, but of good moral character and application to their duties ; the School Trustees, instead of being the most intelligent among the Settlers, are, most generally, the most untutored ; yet, upon the whole, a valuable improvement has been effected, and is progressing, as is also the desire for general education ; and I believe it would be greatly encouraged by the circulation of an Educational Journal.

The School Superintendent of the Bathurst District, (the Reverend James Padfield,) remarks :

“ So far as I have had an opportunity of judging, I believe Common School Education to be gradually progressing toward a better state than formerly in this District.”

The School Superintendent of the Midland District, (Mr. John Strachan,) remarkable for his industry in school visiting, etcetera, says :

I am happy to state, that the Schools in general are improving, and that parents now take a far more lively interest in them than formerly. Public Examinations of the Schools are generally very well attended, especially where there is a good Teacher. I consider that where the Visitors have done their duty, it has been attended with very beneficial results in stimulating Teachers, parents and pupils. It is impossible, as yet, to get a properly qualified Teacher for every School ; but I trust that the time is not distant when all, who are willing to pay for a good Teacher, may have one. Almost every Teacher, who has attended the District Model School for any length of time, is now teaching with good success.

The School Superintendent of Prince Edward District, (Mr. Thomas Donnelly,) states :

Our Schools, I am happy to be able to say, are, on the whole, improving : some of them are in a highly satisfactory condition, and would, I think, suffer nothing in comparison with the Schools of any District in the Province ; and, though the number of such Schools is, at present, small, I confidently anticipate an increase, as their good effects, in the neighbourhoods in which they are established, cannot fail to be seen by the most unobscuring.

I have much pleasure in stating, that the admirable series of Reading Books published by the Irish National Board, are coming into extensive use in this District. Wherever they have been introduced they have, I believe, given satisfaction ;—they are calculated to improve the head as well as the mind—to render knowledge attractive to the scholar, and to facilitate the labour of the Teacher ; many of the books, indeed, might be read with advantage by children of a larger growth.

The School Superintendent of the Victoria District, (Mr. William Hutton,) states :

The improvement from last year has indeed been very great. The number of children attending the Schools has increased ten per cent., and the knowledge acquired, whilst there, has increased fifty per cent. The surveillance of a School Superintendent adds a wonderful stimulus to the Teacher ; and the change from the old “ hum-drum ” system to an intellectual one, have done a world of good. The Irish National School Books too, have been very generally adopted ; and they cannot be used by any Teacher, however dull, or stupid, without leading the child to think for itself,—to become interested in its work,—to read intellectually ; and this is the grand point to be attained, to teach the child to think for itself. I have done as much as I possibly could to consign to disuse the unmeaning, the unintelligible and enslaving columns of the Spelling-Book,* and to show the proper use of those invaluable National Text Books ; and I am happy to know, that I have been very successful in this matter. In my tour this Winter, I found fifty of these National School Books in use, where there was not one in use before, (in 1846) ; and the sale of them in Belleville has been very large ; very much, however, remains to be done, and I have no doubt that under this very Act (if people only have a little patience to allow it to be better understood,) those who have interested themselves in the good work of educating the people, will have the satisfaction of knowing that not a single sane adult now under twelve years of age will in a few years hence be ignorant of reading and writing,—the machinery by which to acquire education.

The School Superintendent of the Newcastle District, (Mr. Benjamin Hayter, R. N.), observes :

The Common Schools in this District are being greatly increased, and many of the Trustees are actuated by a laudable spirit, and are anxious to introduce the National Series of School Books. Wherever these Books are used, great improvement is visible, even in the discipline of the schools.

The School Superintendent of the Colborne District, (Mr. Elias Burnham,) remarks :

With respect to the state of the Common Schools in this District, I have the honour to inform you that I regret—I cannot speak of any material improvement therein during the past year. But I must, however, bear witness to the desire manifested by all classes of people to avail themselves of the bene-

* See Chief Superintendents' remarks on this subject on page 170 of the Sixth Volume of this Documentary History, and also on page 162 of this Volume.

fits of education, and of their uniform conviction of the advantages of giving their children the means of obtaining knowledge at any cost. The public mind, in this respect, has undergone a most salutary change during the last four years. The apathy and carelessness which formerly prevailed, have given way to activity and energy; and the prevailing desire now is to extend and advance knowledge, and to instruct and enlighten the rising generation in the principles and practice of a sound education. I augur well for the future. I can discover unmistakable indications of the right direction of the public mind in regard to our Schools, and of the necessity of their more general and liberal support; and I feel satisfied that, within a very short period, the most gratifying evidences of progress in this respect will mark every part of this fine and rapidly increasing District. During the year 1847, general harmony appears to have prevailed among all the Schools of this District,—at least, no complaints were made to me. I look upon this as auguring well for the intelligence and interests of the people. It shows that private differences have been made to give way to the general advantage, and, that individual, or local prejudices, or feelings, have not been allowed to mar the prosperity of the Schools. May it ever be so!

The School Superintendent of the Simcoe District, (Mr. Henry Adolphus Clifford), observes:

It is somewhat cheering, and prophetic of a better state of things, to compare the present state of things, and the present state of the Schools in this District with that which characterized them six years ago. Then there were scarcely any Schools in continuous operation but those of West Gwillimbury and Tecumseth, the two oldest and most wealthy Townships in the District, and, even in these places, much improvement has lately been made; and new, and, in many cases, commodious, School-Houses are spring up in all parts of the County. Neither is there now any inhabited Township without one or more Schools, according to its population. The character of the Schools is, in many cases, changing for the better; and I am most happy to say that, among the Teachers generally, a great desire for improvement has been evinced. Many of them I believe intend spending some time at the Normal School during the summer; and the advantages to be there derived must eventually be productive of the greatest benefits in all parts of the Province.

The School Superintendent of the Talbot District, (the Reverend William Clark) states:

The National Series of School Books are very generally introduced. We have not more than ten thoroughly good Teachers, who hold general Certificates. Hence, I regard the opening of the Normal School as a great desideratum; and trust that, through the providence of God, it will be sustained, and prove a great blessing to the Country. To Mr. Robertson, (Head Master of the Normal School,) we feel under great obligations for his cheering visit at the close of the year for the purpose of enlightening us on the subject of teaching; many of the Teachers gratefully mentioned his name.

The School Superintendent of the Niagara District, (Mr. Dexter D'Everardo,) concludes his Report with the following remark:

I will avail myself of this opportunity to observe that our Schools, as a whole, were never in a more flourishing condition than they are at present.

The School Superintendent of the Wellington District, (Mr. Alexander Allan, A.M.,) states:

Although there is a falling off in some of the Townships, yet it is gratifying to find that in the whole District, there is a considerable addition to the number of scholars beyond that of former years, and about one third part more than the increase of the population in 1847. I have likewise to report that the School Trustees, in general, are more desirous to have qualified Teachers, and are more disposed to pay them better salaries than hitherto. This I consider a matter of great importance to the progress of education in this part of the Province."

The School Superintendent of the Huron District, (Mr. John Bignall,) says:—

I have great happiness in stating that the Common Schools throughout this District are fast and greatly improving, and are assuming a totally different character from what they bore some years back. A liberal spirit is generally manifesting itself in school matters, which I trust will not fail to introduce a superior class of Teachers. The want of suitable Text Books has hitherto been a considerable drawback, but there is every probability of the difficulty being soon obviated by the liberality of the Municipal Council, which has ordered a Hundred pounds' (£100,) worth of the the National School Books.

XVIII. MISCELLANEOUS REMARKS ON THE FOREGOING LOCAL SCHOOL REPORTS.

In regard to the various returns contained in this Report, it is worthy of remark, that, being defective they nevertheless exhibit the state of public elementary instruction in Upper Canada somewhat below the reality. Making, however, every allowance for the defectiveness of the returns, the reality is painful and humiliating; and shows how lamentably this most important department of the public service has hitherto been neglected in Upper Canada.

1. *Encouraging character of the local efforts now being made.*

The facts of this Report also show with what readiness and cordiality the great body of the inhabitants of Upper Canada have availed themselves of the first facilities and encouragement, afforded them by the Government and Legislature, for the education of their children, and the great advances which have been made in a few years toward the establishment of a general System of Common Schools. It is likewise very clear, from these facts, that the attacks made upon the present School System and Law are but the expression of the feelings and passions of

individual writers, and no indication of the sentiments and spirit of the Country.* I have not thought it advisable to protract this Report by any replies to such attacks, consisting, as they have done for the most part, of erroneous representations of both the provisions of the School Law of 1846, and the nature and objects of the School System itself. I have thought it preferable to confine myself to the more legitimate objects of an Annual Report,—a statement and exposition of facts,—leaving them to speak for themselves.

2. Condition of the Schools in Cities and Towns.

In this Report I have not specially referred to Common Schools in Cities and Incorporated Towns, as the Act of 1847 under which they are now organized, or rather to be organized, did not come into operation until the commencement of the current year, 1848.

3. Provision for Denominational, or Mixed, Schools.

I addressed a Circular to the Heads of City and Town Corporations on the provisions of this Act, and the best means of efficiently and economically organizing Common Schools in Cities and Towns.† There is one provision of this Act, of 1847, on which I desire to offer a few words of explanation, as its nature and objects have been misapprehended. I refer to the power which it gives to the School Authorities of each City and Town to establish Denominational, or mixed, Schools, as they may judge expedient. It has not perhaps occurred to those who have commented on this feature of the law, that a similar provision, under a much more objectionable form, has been incorporated into each of the three Common School Acts for Upper Canada, which have been passed since 1840 : (in 1841, 1843 and 1846.) It has been provided in each of these Acts that any ten householders of any School Section can demand a Separate School, and a portion of the School Fund to support it. I have never seen the necessity for such a provision, in connection with any section of the Common School Law, which provides that no child shall be compelled to read any religious book, or attend any religious exercise contrary to the wishes of his parents or guardians ; and, besides, the apparent inexpediency of this provision of the law, it has been seriously objected to as inequitable, permitting the Roman Catholic Persuasion to have a Denominational School, but not granting a similar right, or privilege, to any one Protestant Persuasion. It has been maintained that all Religious Persuasions should be placed upon an equal footing before the law ; that, although, several Protestant Persuasions may be agreed as to the translation of the Scriptures which should be used, they are not agreed as to the kind and extent of the Religious Instruction which should be given in a School,—the very object contemplated in the establishment of a Separate School : and, therefore, each Protestant Persuasion should be placed upon the same footing with the Roman Catholic Persuasion. This is the case, under the provisions of the City and Town School Act, and, therefore, the Authorities of no Religious Persuasion have opposed, or petitioned against, it, as some of them did against the previous School Act. But the City and Town Common School Act of 1847 does not give the power to any one religious Persuasion, much less to any ten householders of it, to demand a Separate School : that power is taken from all Religious Persuasions, and given to the Public School Authorities, appointed by the elected representatives of each Town, or City.

Under this Act, the efficiency of an existing Common School cannot be destroyed, and the interests of such Section divided, at the pleasure of any ten sectarian householders. The Authorities, who are responsible for all the Schools in each City, or Town, and for the means necessary to support them, are to judge whether any Denominational School at all is expedient,—where it may be established, if permitted, and what amount of support it shall receive ; nor does this Act of 1847 permit the election of any sectarian School Trustees, nor the appointment of a Teacher of any Religious Persuasion, or such, even for a Denominational School. Every Teacher of such School must be approved of by the Town, or City, School Authorities. There are, therefore, guards and restrictions connected with the establishment of a Denominational School in Cities and Towns, under the new Act, which did not previously exist ; it, in fact, leaves the applications, or pretensions, of each Religious Persuasion to the judgment of those who provide the greater part of the local School Fund, and relieves the Government and Legislature from the influence of any such sectarian pressure. The effect of this Act has already been to lessen, rather than increase Denominational Schools, while it places all Religious Persuasions upon the same legal footing, and leaves none of them any plausible ground to attack the School Law, or oppose the School System. My *Report on a System of Public Elementary Instruction for Upper Canada*,‡ as well as various decisions and opinions, which I have given, amply show, that I am far from advocating the establishment of Denominational Schools ; but I was not prepared to condemn what had been unanimously sanctioned by two successive Parliaments, (videlicet in 1841 183 and 1846) and in adapting that provision to the present system of schools in Cities and Towns, I know not how it can be placed upon a more equitable and less exceptionable footing.

* See Notes on preceding pages on this matter ; (pages 122-124).

† See page 218 of this Volume.

‡ Chapter Seven of the Sixth Volume of this Documentary History.

MAY IT PLEASE YOUR EXCELLENCY :

I beg, in conclusion, to refer to the copies of printed Circulars, given in the Appendix to this Report,* as to the spirit and manner in which I have endeavored to carry the Common School Law of 1846 into effect, in regard to Districts, Cities and Towns. In addition to actual experiment, the law has been subjected to an unprecedented test of popular inquiry and criticism. At Public School Meetings, held during the last autumn in the various Districts of Upper Canada, I invited all parties concerned to make any objections, inquiries, or suggestions, they might think proper, respecting the provisions of the Common School Act of 1846. The result of these conversations is stated in an Appendix to this Report.† At those Meetings several valuable suggestions were made, as to amendments in certain provisions of the present School Law ; my own experience and observation have suggested several others. I am required by the Act to submit to Your Excellency such plans, statements, and suggestions for the improvement of Common Schools, and relating to education in Upper Canada, as I may deem useful and expedient ; but I think it will be more convenient and advisable for me to submit such plans and suggestions in another document, which I hope to lay before Your Excellency, very shortly.

TORONTO, August, 1848.

EGERTON RYERSON.

APPENDED STATISTICS TO THE CHIEF SUPERINTENDENT'S REPORT FOR 1847.

The School Statistics appended to the Annual Report of the Chief Superintendent of Education for Upper Canada, for the year 1847, extend, in a printed form, from page 24 to page 75, inclusive. These, too, were quarto pages, and not the ordinary sized pages of Reports of the present day. Each of these fifty-two pages of Statistical Tables were carefully, yet laboriously, compiled by the Editor of this Documentary History, in the year 1848.

I only append to the foregoing Report of the Chief Superintendent the more important of these Tables : Table (A).—which relates to the number of Common Schools in Upper Canada, as reported to be in operation in 1847,—the sums of money granted by the Legislature for their support,—the School rates levied by the District Municipal Councils, as equivalents to these grants, and the amounts collected by Trustees, as Rate Bills, on the parents of pupils attending the Schools. The Expenditures include the sums paid to Teachers. The Table also states what are the average Salaries paid to these Teachers, in the Districts and in the Cities and Incorporated Towns of Upper Canada in 1847.

The second Statistical Table (E), which I append, relates to the number and condition of the School Houses, the number of School Visits made to Schools in the various Municipal Districts, the Libraries established, the Requisites, in the shape of School Apparatus, in the local Schools, and the number of Grammar and Private Schools then, (in 1847,) in operation in Upper Canada.

Table F, appended gives all the information available in regard to the three District Model Schools, for the elementary training of Teachers, previous to their going to the Normal School.

The final Table, which I append—the “General Statistical Abstract”—gives a comprehensive view of the comparative growth of our Common Schools in the years 1842, 1843, 1844, 1845, 1846 and 1847. The statistics in this Table, though meagre, yet, on the whole, present a somewhat hopeful outlook as to the future, considering the great difficulties then encountered, in making the advance,—small as it was,—which characterize these years.

* These Circulars are given in Chapter Twenty-two of this Volume.

† See also Chapter Fifteen, pages 133-139 of this Volume.

GENERAL ABSTRACT OF STATIS

Name of Dis- tricts and Cities.	Total.		Apportionment from Legislative School Grant.	Equivalent amount assessed by District Municipal Council.	Amount of this re- ceived from Town- ship Collectors.	Amount imposed by Trustees Rate Bill.	Amount received from Trustees Rate Bill.
	Number of School Sections.	Number of Schools in operation.					
			£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Eastern	193	178	1,258 17 6 $\frac{3}{4}$	1,276 13 3	1,257 5 9 $\frac{1}{4}$	2,036 3 2 $\frac{1}{2}$	1,653 9 9 $\frac{1}{4}$
Ottawa	48	37	245 0 6 $\frac{1}{4}$	291 7 1	251 7 1	466 13 1 $\frac{1}{4}$	466 13 1 $\frac{1}{4}$
Johnstown	217	198	1,439 12 10	1,600 0 0	1,458 18 4 $\frac{1}{2}$	2,169 3 0	2,141 10 8
Bathurst	155	120	778 2 6	1,034 18 10 $\frac{1}{2}$	782 13 6 $\frac{1}{2}$	1,509 1 6 $\frac{1}{2}$	1,031 3 5 $\frac{1}{2}$
Dalhousie	82	61	500 5 2	500 5 2	500 5 2	635 18 6	369 19 8
Midland	183	165	1,129 6 10 $\frac{1}{4}$	1,214 12 8	1,214 12 8	1,683 11 5	1,680 7 3
Prince Edward	105 $\frac{1}{2}$	98	550 7 2 $\frac{3}{4}$	550 7 2 $\frac{3}{4}$	212 8 0	1,320 3 1	998 16 0 $\frac{1}{2}$
Victoria	130 $\frac{1}{2}$	103	645 1 3 $\frac{1}{2}$	672 11 5 $\frac{1}{2}$	603 0 0 $\frac{3}{4}$	931 6 0 $\frac{1}{2}$	759 12 4
Newcastle	171	171	1,426 18 2 $\frac{1}{2}$	1,484 9 9 $\frac{1}{4}$	1,484 9 9 $\frac{1}{4}$	3,125 13 8 $\frac{1}{2}$	2,878 9 4 $\frac{3}{4}$
Home	213	300	2,585 7 0 $\frac{1}{4}$	2,751 14 3	2,751 14 3	4,363 9 5 $\frac{1}{2}$	3,750 16 8 $\frac{1}{2}$
Colborne	101 $\frac{1}{2}$	73	620 14 4	660 19 11	205 14 4	683 15 11 $\frac{1}{2}$	351 3 10 $\frac{1}{2}$
Simcoe	109 $\frac{1}{2}$	83	648 3 7 $\frac{1}{2}$	630 5 0	603 13 4	1,004 5 6 $\frac{1}{2}$	557 7 7
Gore	213	200	1,887 7 1 $\frac{1}{2}$	1,937 16 6	1,937 16 6	3,982 17 9	3,170 9 11
Niagara	181	183	1,283 4 7 $\frac{1}{2}$	2,009 0 0	1,097 3 11	2,785 15 10 $\frac{1}{2}$	2,452 4 10 $\frac{1}{2}$
Talbot	109	109	56 16 10 $\frac{1}{2}$	823 13 10	823 13 10	971 5 9	892 18 2 $\frac{1}{2}$
Brock	168	148	788 4 6 $\frac{1}{4}$	858 14 3 $\frac{1}{2}$	853 14 3 $\frac{1}{2}$	1,677 16 1 $\frac{1}{2}$	1,416 1 11 $\frac{3}{4}$
Wellington	104	104	756 12 0	864 10 3	821 9 8	1,625 18 2 $\frac{1}{4}$	1,265 4 4 $\frac{1}{4}$
London	230	195	1,439 16 10 $\frac{1}{4}$	1,553 16 2 $\frac{1}{2}$	1,553 16 2 $\frac{1}{2}$	1,798 2 9	1,798 2 9
Huron	54	41	307 9 4 $\frac{1}{2}$	571 4 7 $\frac{1}{4}$	571 4 7 $\frac{1}{4}$	441 19 1 $\frac{1}{2}$	364 15 7
Western	168	134	998 9 10 $\frac{1}{4}$	998 9 10 $\frac{1}{4}$	974 6 10 $\frac{1}{2}$	1,659 10 3	1,506 15 8 $\frac{1}{2}$
Toronto	15	16	467 12 5	467 12 5	467 12 5	958 4 11	958 4 11
Kingston	4	10	182 19 8 $\frac{3}{4}$	202 0 0	202 0 0	80 2 4	80 2 4
Total for 1847 ..	3,055	2,727	20,516 10 7 $\frac{1}{4}$	22,955 2 8	20,634 0 8	35,913 7 7 $\frac{3}{4}$	30,543 10 5 $\frac{1}{2}$
Ditto for 1846 ..	2,925	2,589	20,851 19 9	21,871 16 5 $\frac{1}{2}$	.....	2	29,385 12 3 $\frac{1}{2}$
Ditto for 1845 ..	3,094	2,736	20,962	22,135 .. ..	.....	.....	32 622 6 7 $\frac{1}{4}$

TICAL TABLE A FOR 1847.

Former years School Fund Balances ad- ded to Government apportionment.	Total amount avail- able for Teachers' Salaries.	Total Amount paid to Teachers.	Balance still unpaid to Teachers.	Balance reported in District Superin- tendent's hands.	Total Annual Salaries of Teachers.	Average Annual Salary of Teacher.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
275 4 8	4,444 17 9 $\frac{1}{4}$	3,893 3 4	551 14 5 $\frac{1}{4}$	262 12 7 $\frac{1}{2}$	5,661 17 0	32 0 0
53 4 10 $\frac{3}{4}$	1,016 0 7 $\frac{1}{4}$	971 13 7 $\frac{1}{4}$	44 7 0	17 15 7	1,080 10 ..	30 0 0
112 5 5 $\frac{1}{2}$	5,152 7 4	4,943 13 1	218 14 3	220 12 6 $\frac{1}{2}$	6,752 10 ..	34 2 6
129 2 3	2,721 1 9	2,154 2 2 $\frac{1}{2}$	566 19 6 $\frac{1}{2}$	54 10 2 $\frac{3}{4}$	3,684 10 ..	30 14 0
817 18 5	2,187 8 5	1,573 5 5	614 3 0	.....	2,348 0 ..	39 0 0
25 0 0	4,049 6 9 $\frac{1}{4}$	3,997 8 9	51 18 0 $\frac{1}{4}$	.....	6,121 13 ..	37 2 0
233 3 10 $\frac{1}{2}$	1,994 15 3 $\frac{3}{4}$	1,852 12 7 $\frac{1}{2}$	142 2 8 $\frac{1}{4}$	81 17 4	3,014 6 ..	31 0 0
317 5 7 $\frac{1}{2}$	2,324 19 4	2,009 11 6	315 7 10	101 3 6 $\frac{1}{4}$	3,828 0 ..	37 5 4
215 3 11 $\frac{1}{2}$	6,005 1 4	5,560 5 8 $\frac{3}{4}$	444 15 7 $\frac{1}{4}$	253 5 5 $\frac{1}{2}$	7,207 5 ..	42 6 5
228 1 7 $\frac{1}{2}$	9,315 19 7 $\frac{1}{2}$	8,707 19 4 $\frac{1}{2}$	608 0 3	693 0 4 $\frac{1}{2}$	9,465 15 ..	31 11 1
129 1 10 $\frac{1}{4}$	1,306 14 5	991 15 7 $\frac{1}{4}$	314 18 9 $\frac{3}{4}$	111 18 0	2,448 1 ..	33 10 0
407 10 5	2,216 14 11 $\frac{3}{4}$	1,886 9 0	330 5 11 $\frac{3}{4}$	325 12 11 $\frac{3}{4}$	2,723 0 ..	32 13 8
406 4 9 $\frac{3}{4}$	7,401 18 4 $\frac{1}{4}$	5,003 19 1	2,397 19 3 $\frac{1}{2}$	1,675 16 10 $\frac{1}{4}$	9,071 0 ..	47 7 1
1,205 0 7 $\frac{1}{2}$	6,037 14 0	5,033 8	1,004 5 3 $\frac{1}{4}$	1,004 5 3 $\frac{1}{4}$	7,363 0 ..	40 18 1
165 1 4 $\frac{1}{2}$	2,448 10 3 $\frac{1}{2}$	2,161 11 6	286 18 9 $\frac{1}{2}$	203 19 6	3,722 0 ..	34 3 6
235 11 1 $\frac{1}{2}$	3,298 11 11 $\frac{1}{2}$	2,987 4 2 $\frac{1}{2}$	3,117 7 9	.....	5,233 0 ..	35 7 0
140 5 4 $\frac{1}{2}$	2,983 11 5	2,822 10 3 $\frac{1}{4}$	261 0 11 $\frac{3}{4}$	95 0 0	4,548 0 ..	43 14 7
163 16 5 $\frac{1}{2}$	4,955 12 2 $\frac{1}{2}$	4,917 18 6 $\frac{1}{4}$	37 13 8	164 19 1 $\frac{1}{2}$	6,940 0 ..	41 2 6
55 0 11 $\frac{1}{2}$	1,298 10 6 $\frac{1}{4}$	1,208 2 3 $\frac{1}{2}$	90 8 2 $\frac{1}{2}$	90 8 2 $\frac{1}{2}$	1,725 0 ..	42 9 9
231 10 8 $\frac{1}{2}$	3,711 3 1 $\frac{1}{2}$	3,433 8 5 $\frac{1}{4}$	277 14 8	2 8 3 5	4,867 0 ..	36 11 0
370 0 0	2,263 9 9	2,263 9 9	.....	.....	2,263 13 ..	141 9 4
.....	465 2 0 $\frac{3}{4}$	369 1 6 $\frac{3}{4}$	96 0 6	.....	550 0 ..	55 0 0
5,915 14 6	77,599 11 4 $\frac{1}{4}$	68,632 14 9 $\frac{3}{4}$	8,966 16 6 $\frac{1}{2}$	5,614 19 ..	100,618	37
.....	72,109 8 6 $\frac{1}{2}$	67,906 19 1 $\frac{3}{4}$	.....	.....	.....	.....
.....	75,720 17 6 $\frac{3}{4}$	71,514 .. ..	.....	.....	.....	.....

GENERAL ABSTRACT OF STATISTICAL

Names of Districts and Cities.	School Houses—Continued.							School visits made.						
	No. of Actual School houses.	No. of houses rented for schools.	No. of School houses erected during the year.	Brick.	Stone.	Frame.	Log.	Total No. of School houses.	By District Superin- tendent.	By Clergymen.	By District Council- lors.	By Magistrates.	Other visits.	Total visits.
Eastern	138	37	6	2	1	3		181	195	88	51	61	399	804
Ottawa	38	6	2	1	1			46	24	18	17	25	53	137
Johnstown	186	20	4	1	3			210	245	165	65	136	473	1084
Bathurst	104	6						120	101	67	43	67	211	489
Dalhousie	61							61	79	80	106	92	124	491
Midland	165	25	5		3	1	1	195	292	93	48	90	129	652
Prince Edward	93	5						98	151	49	5	27	237	469
Victoria	99	4	6		1	2	3	109	90	46	14	52	272	475
Newcastle	156							156	119	116	28	66	363	692
Home	300							300	198	136	74	78	561	1047
Colborne	75	1						76	78	41	27	33	173	352
Simcoe	79	6						85	77	97	40	46	138	398
Gore	190	6	9	1		4	4	205	210	188	47	68	397	892
Niagara	176	15	5	2		2	1	196	188	124	86	118	484	1100
Talbot	109		2			2		111	91	31	20	43	141	326
Brock	17	2	1				1	148	113	59	40	36	172	418
Wellington	106	2	2		2			110	82	82	28	39	170	402
London	193	11	12			5	7	216	94	201	31	47	250	623
Huron	36	4						40	59	34	61	32	56	242
Western	141	11	1				1	153	23	108	51	49	433	664
Toronto	No	repor	t rec	d fr	o m	Superi			ntend	ent of	Co mm	o n	Sch ools.	
Kingston	Not	repor	t rec	d fr	o m	Superi			ntend	ent of	Co mm	o n	Sch ools.	
	2,472	171	55	7	9	18	21	2,826	2,549	1,823	882	1,203	5,218	11,675

TABLE E FOR 1847.

Libraries in operation.								School Requisites.		Private and Grammar Schools.						
Common School.	No. of Volumes.	Sunday School.	No. of Volumes.	Public, &c.	No. of Volumes.	Total Libraries.	Total No. of Volumes.	Large map hung up.	Globes, Blackboards, &c.	No. of academies, and District Grammar Schools.	No. of private schools.	Total No. of pupils therein.	Latin and Greek taught.	English Branches.	French, &c.	
5	430					5	430	5	2	3	5	259	5	8	7	
1	100					1	100	6	8	3	2	29	1	1	1	
3	363			1	200	1	200	8		3	4	270	5	7	3	
2	205					3	363	20	4	2	4	80	2	6	3	
						3	245	44	4	2	2	49	2	4	2	
		None reported.						24		2		Not reported.				
2	232	14	1,400	3	1,428	3		9	30	3	3	Ditto.				
1	100					19	3,060	15	23	1	5	176	1	6	3	
3	190					1	100	11		2	8	257	1	6	4	
1	60					3	190	98	30			None reported.				
						1	60	2	2	1	5	Not reported.				
		4	615			4	615			1	2	86	1	3	1	
4	294			1	630	5	926	74	42	3	9	499	3	6	5	
				5	800	5	800	51	57	2	17	455	7	19	12	
1	160	15	1,900	1	100	17	2,160			2	6	57	4	4	3	
				1		1		13		1	2	Not reported.				
2	250					2	250	12	14	1	2	109	1	3	2	
1	100			1	300	2	400	43	18	2	6	215	2	7	1	
2	118			1	132	3	250	37	5	2	3	141	3	5	3	
4	127			2	330	6	457	14	16	2	3	149	2	5	3	
32	2,729	33	3,915	20	3,960	85	10,604	486	255	38	96	3,531	40	98	53	

STATISTICAL TABLE F, RELATING TO DISTRICT MODEL SCHOOLS.

Name of District.	Moneys.								Miscellaneous.							
	Amount Legislative Aid Granted.	Amount Received from Municipal Council Assessment.	Amount Received from other Sources.	Total Amount Received	Total Amount paid to Teachers	Other Expenses.	Total Expenditure.	Amount of Salary of Head, and other, Masters.	Size, and whether of Brick, Stone, or Wood.	Number of rooms.	Maps, Blocks, Boards, Globes, etc.	Number of Libraries	Number of Teachers.	Number of Pupils.	Subject Taught.	Books Used.
Midland ..	£ s. d. 20 0 0	£ s. d. 40 0 0	£ s. d. 100 0 0	£ s. d. 160 0 0	£ s. d. 150 0 0	£ s. d. 10 0 0	£ s. d. 160 0 0	£ s. d. 150 0 0	50x30 Wood.	4	2	....	2	28	Reading, Writing Arithmetic, Grammar, Geography, Latin, Greek, Mathematics.	Principally National and Kirkham's Grammars, Haine's Arithmetic, Morsey's Geography.
Johnstown	50 0 0	100 0 0	.....	150 0 0	150 0 0	.....	150 0 0	(90 0 0) (60 0 0)	30x30 Stone.	1	10	49	2	30	The same, except the Classics; Use of the Globes.	Same as above
Dalhousie.	20 0 0	40 0 0	6 8 3	66 8 3	40 0 0	30 0 0	70 0 0	70 0 0	Stone.	3	5	....	1	52	The same as above.	Irish National and Bonycastle's Algebra.
	90 0 0	180 0 0	106 8 3	376 8 3	340 0 0	40 0 0	380 0 0	370 0 0	2 Stone. 1 Wood	8	17	49	5	110		

Subjects compared.		1842.	1843.†	1844.	1845.	1846.	1847.
Adult Population of Upper Canada, by births, from the Census Rolls		486,055	.....	.....	622,570*	.....	.....
Population between the ages of five and fourteen years, from Assessment Rolls		No reliable	information	.....	.....	.....	.....
Population between the ages of five and sixteen years, from local School Reports.		141,143	.....	183,539	202,913	204,580	230,975
Total Colleges in Upper Canada		5	.....	5	5	5	6
Total Academies and Grammar Schools in Upper Canada, from various sources of information		25*	.....	25*	30*	31*	32
Total Private Schools in Upper Canada, from local School Reports, etcetera		44*	.....	60*	65*	80*	96
Total District Model Schools in Upper Canada		.....	.....	1	3	3	3
One Normal and one Model School for Upper Canada		.....	.....	.....	.....	.....	2
Total Common Schools in operation in Upper Canada		1,721	.....	2,610	2,736	2,589	2,727
Grand total Educational Establishments in Upper Canada		1,759	.....	2,701	2,839	2,708	2,866
Total Students attending Colleges in Upper Canada, from various sources of information		.....	.....	.....	.....	.....	700
Total Students attending Academies and Grammar Schools in Upper Canada, from various sources of information		No Reports received.	.....	.....	.....	.....	1,000
Total Pupils attending Private Schools in Upper Canada, from various sources of information		No Reports received.	.....	.....	.....	.....	1,831
Total Students and Pupils attending the Normal and Model School for Upper Canada		No Reports received.	.....	.....	.....	.....	65
Total Pupils attending the Common Schools of Upper Canada, in		Not in operation until 1874.	.....	.....	.....	.....	124,829
Grand total Students and Pupils Attending Colleges, District Grammar Schools, Private and Common Schools in Upper Canada		65,978	.....	96,756	110,002	101,912	.....
Gross Amount Available for the Salaries of Common School Teachers in Upper Canada		65,978	.....	96,756	110,002	101,912	131,360
Total Common School Teachers in Upper Canada		£41,500	.....	£51,714	£71,514	£67,906	£87,599
Total Male Common School Teachers in Upper Canada		No Reports received.	.....	.....	2,860	2,925	3,028
Total Female Common School Teachers in Upper Canada		No Reports received.	.....	.....	.....	.....	2,365
Average number of Months each Common School in Upper Canada has been kept open by a qualified Teacher		No Reports received.	.....	.....	.....	.....	663
		.....	.....	7½	8	8½	8½

* An Approximation only. No specific information having been received.

† No Reports for the year 1843, in consequence of a change in the School Law.

Subjects compared.	1842.	1843.†	1844.	1845.	1846.	1847.
Gross Average Attendance of Pupils at the Common Schools of Upper Canada, during the Summer of	No Reports received					34,537
Gross Average Attendance of Boys at the Common Schools of Upper Canada, during the Summer of	No Reports received					46,359
Gross Average Attendance of Girls at the Common Schools of Upper Canada, during the Summer of	No Reports received					38,178
Gross Average Attendance of Pupils at the Common Schools of Upper Canada, during the Winter of	No Reports received					89,991
Gross Average Attendance of Boys at the Common Schools of Upper Canada during the Winter of	No Reports received					54,540
Gross Average Attendance of Girls at the Common Schools of Upper Canada, during the Winter of	No Reports received					35,451

† No Reports for the year 1843, in consequence of a change in the School Law of 1841.

NOTE. Tables B C D F and others are omitted, as too voluminous. They may, however, be seen in the Appendices of the Journal of the House of Assembly.

(NOTE. The foregoing Report of the Chief Superintendent for 1847, having necessarily been prepared in 1848, was sent to the Provincial Secretary in September, 1848.)

LETTER TO THE PROVINCIAL SECRETARY, ACCOMPANYING THE FOREGOING REPORT.

I have this day forwarded to your address, by Express, (in order to save expense in postage,) my School Report for 1847; and I have the honour to submit to the favourable consideration of the Governor General-in-Council, whether the Report may not be printed without delay, in the same quarto form, in which the last years' School Report for Lower Canada has been printed?

If my Report could be printed immediately, a great saving would be effected in transmitting copies of it to the various Municipal Districts before the close of navigation; and, on looking at the varied and comprehensive statistics of the Report, you will see how important it is, that the local School Superintendents and Trustees should see it before making out their Reports for the current year, as they will thereby be made sensible of whatever defects existed in the Statistical Returns of last years' Reports, and will know how to correct them in their next Returns. It is only by such means that we can hope to attain completeness in this important department of Provincial statistics, and create that interest in the public mind in behalf of Elementary Education which results from a careful detailed inquiry into the intellectual condition and educational proceedings of each of the various Municipal Divisions of the Country.

In regard to the number of copies to be printed, I think that one copy ought to be furnished to each local School Superintendent, each District Councillor, and each set of School Trustees in Upper Canada. In Lower Canada there are only 1,613 Schools in operation, and, I understand, there have been printed 2,000 copies of Doctor Meilleur's last Report—1,000 copies in English, and 1,000 copies in French.

In Upper Canada 2,727 Schools have been reported, besides a considerable number not reported; and Upper Canada has also received a disproportionately small share of the Legislative School Grant, (£24,000 out of £50,000). I think there should be 3,000 copies, at least, of the Annual School Report for Upper Canada printed, besides the complement intended for Members of the Legislature. In the State of New York, the Legislature provides each set of School Trustees throughout the State with a copy of the Annual School Report of the State Superintendent, and a copy of the State Common School Journal, as some compensation for their labours, as well as a means of diffusing educational information—although Trustees are there allowed a dollar a day for the time they are employed in School affairs. In this Country, Trustees are allowed no pecuniary compensation for their trouble; and, I think, they are at least entitled to a copy of the Annual School Report, apart from the advantage of circulating, as widely as possible, the information which it contains. A great deal of the benefit of circulating the Report will be lost if it be deferred until the close of the current year. Should the Governor General-in-Council be pleased to order the immediate printing of the Report, I will furnish a list of the number of copies required for each District. I will, at the same time, send out Blank School Reports to the various Municipal Districts for the current year, to be filled up by Trustees and District Superintendents,—as I did last autumn.

I hope that, in the course of a few days to submit to his Excellency-in-Council remarks on the School Law, and amendments of some of its provisions, and some additional enactments,—as suggested during my School visits to the various Districts last Autumn, and by my own observations and experience.

And as it does not appear advisable to me to visit the several Districts this autumn, as I did last year,* and as I had intended to do annually; I hope to be able, before the close of the year, to submit to the Governor General-in-Council a Report, with various plans of School Houses, as required by the 8th Clause of the 2nd Section of the School Act of 1846, and for which numerous applications have been made, but which I have not yet been able to prepare.†

TORONTO, 16th of September, 1848.

EGERTON RYERSON.

* See Chapter XVI pages 133-139 of this Volume.

† This intention was not carried out, owing to other matters being more pressing, at the time, but numerous plans, prepared and published by the Honourable Henry Barnard, (the first United States Commissioner of Education,) and by other parties, and in England, were procured and published in the *Journal of Education for Upper Canada*, during the years 1849-1875. I also prepared for the Department and published in 1858 "The School House: its Architecture, Arrangements and (internal) Discipline, etcetera. Again, in 1876, I published, (at a loss,) "The School House, its Architecture, External and Internal Arrangements; with Elevations and Plans for Public and High School Buildings, together with Illustrated Papers on the Importance of School Hygiene and Ventilation, etcetera, with upward of Four Hundred Illustrations." Further, in 1886, I prepared, for the Department, a Book, entitled:—"Hints and Suggestions on School Architecture and Hygiene, with Plans and (Seventy-five) Illustrations." See note to page 168, of this Volume.

CHAPTER XVIII.

DRAFT OF THE CITY AND TOWN COMMON SCHOOL BILL OF 1847.

Having provided, in the Common School Act of 1846, for the Establishment and Maintenance of Common Schools "in the rural parts of Upper Canada, the Chief Superintendent of Education prepared, in March, 1847, a Draft of Bill for the promotion of Elementary Schools in the Cities and Towns of the Province. The Draft of this Bill,—which, as passed by the Legislature, will be found on pages 26-28, of this Volume,—was accompanied with the following Explanatory Letter, from the Chief Superintendent, to the Provincial Secretary:—

I have the honour to submit to the favourable consideration of His Excellency, the Governor-General-in-Council, a Legislative Measure for the "Better Establishment and Maintenance of Common Schools in Cities and Incorporated Towns in Upper Canada," and for remedying some defects, which are found to exist in the Common School Act for Upper Canada of 1846, Ninth Victoria, Chapter Twenty, in consequence of changes to which it was unfortunately subjected, while under the consideration of the Legislature.

With a view to accomplish these objects, I have prepared the annexed Draft of a Bill, which, in connection with such explanatory observations as appear to me to be necessary, I beg most respectfully to lay before His Excellency-in-Council.

In my Communication of the third of March, 1846,* accompanying the Draft of a School Bill, for Upper Canada, I observed that our Common School Law had been chiefly borrowed from the State of New York. I beg now, to add, that it is a modification of the School Law of that State, in respect to Counties,—analogous to our Districts—but not of the New York State School Law, in respect to Cities and large Towns; for the School interest of which local and special Acts have been passed by the State Legislature.—But, as our own Town and City Schools had hitherto been conducted under the General School Acts,—first of 1841, then of 1843 and lastly of 1846,—I thought it not advisable last year, to submit two Educational Measures for Executive deliberation and Legislative discussion, at the same time. I thought that it was preferable to amend, as far as practicable, the rural School Law for Western Canada at large, and, afterwards, to introduce a distinct Measure for the improvement of Schools in the Cities and Incorporated Towns of the Province.

I. NECESSITY FOR A SEPARATE SCHOOL MEASURE FOR CITIES AND TOWNS.

It is not necessary for me to reiterate, in this place, the general principles which I laid down in my Communication of the third of March last, as essential to a proper system of Public Instruction. Taking those principles for granted, I will confine myself to a simple statement of the necessity of a Measure such as I have the honour to submit, and to an explanation of its principal provisions.

1. The same reasons which justify the Incorporation of Cities and Towns for the more efficient management of their local affairs, and the promotion of their local interests, generally, require a like incorporation of their Public School System for the best interests of the rising generation. The practical knowledge and vigilance of a local corporation are, if possible, even more needful for the interests of Common Schools, than for the other interests of Towns and Cities. I think, therefore, that the School affairs of Cities and Towns ought not to be left in the hands of District Municipal Councils, but ought to be placed in the hands of the Corporation of each City, and the Board of Police of each Incorporated Town.

2. The peculiar circumstances and wants of Cities and Towns, appear to me, to demand this modification of our School System. In rural Districts, the population is sparse; in Cities and Towns it is dense. A single School Section in a rural Municipal District embraces as many square miles as an entire Town, or City. The boundaries of a rural School Section are usually

* Inserted on pages 71-79 of the Sixth Volume of this Documentary History.

the estimated distance which children can travel daily to and from, the School. It also requires, as a general rule, the united influence and resources of the inhabitants residing within the boundaries of a rural School Section to support the School of that Section.

II. THE SYSTEM OF SCHOOLS IN RURAL SECTIONS AND IN CITIES AND TOWNS IS DIFFERENT.

There can thus be but one School, within such School Section boundaries. In rural Municipal Districts, therefore, as there can be but one School in each Section, so there can be in it no gradation of Schools; there can be only mixed Schools, and those of one kind, such as each rural Section, separately and independently, can establish and support. But the case is widely different with Cities and Towns. Upon a plot of ground not greater than that of a rural School Section, there is a population requiring, and capable of supporting, a dozen Common Schools, aside from Schools of a higher order. According to the present system, the City, or Town, would be geographically set off into a given number of School divisions, the inhabitants of each of which would elect their own Trustees, and have a Common School unconnected with any other, and supported wholly by local interest. As in rural Municipal Districts, there is but one kind of Schools, and that such as is adapted to the youngest class of pupils, so, under the system now in operation, there can be no gradation of Schools in a City, or Town, any more than in the County. Thus, the educational wants of Towns and Cities are but partially supplied; Schools of an inferior description are more numerous than is necessary, and Schools of a higher order are altogether wanting, except as they may, in some instances, be established and supported by private enterprise. But private Schools are too expensive for a large class of the inhabitants of Cities and Towns; nor should the children of this large class of our fellow-citizens be deprived of a good English education on account of the poverty of their parents, or be abandoned to the hazard of private enterprise.

III. NO GEOGRAPHICAL SCHOOL DIVISION OF CITIES AND TOWNS NECESSARY.

Now, the proximity of the inhabitants to each other, in Cities and Towns, supersedes the necessity of the geographical division of a City, or Town into small School Sections, unless to a limited extent, in regard to Schools for very young children.

To provide for the educational wants of Cities and Towns, there should be a gradation, and, therefore, a system of Schools: Primary Schools for children of from five to eight years of age; a proportionable number of Intermediate Schools for children, say from eight to eleven years of age; and one, or more, English High Schools, for teaching the higher branches of a thorough Mercantile Education.

Children at the proper age, and when sufficiently advanced, should be removed by promotion from the Primary to the Intermediate Schools, where they could receive a useful Common School Education; and then, those, whose parents could afford to give them a more thorough education, should be transferred to the High Schools. Of course the School Houses should be erected, or different apartments, in the same School House provided, and Teachers employed, appropriate to the objects and character of each of these Schools. The number of Schools, thus classified, which might be necessary to supply the Educational wants of our Cities and Towns, would be less than, under the present system, is now established in them, and would be supported at not greater expense.

IV. MACHINERY FOR THE EFFICIENT MANAGEMENT OF CITY AND TOWN SCHOOLS.

But such a system of Schools in a City, or Town, involves one general system of management, and, therefore, one authority. Hence, in any City, or Town, where such a system of Schools exists, there should be but one Board of Trustees, or Commissioners, for the management of the Common Schools. This is the case, not only in the best educated Cities of Germany, but also in the chief Cities of the neighbouring States—such as Boston, New York, Albany, Rochester, Buffalo, etcetera. In each of these Cities, there is but one Board of Trustees, or Commissioners, of Common Schools; and, in most of them, the Members of such Boards of Trustees are appointed by the Corporations,—one-third of the Members, thus appointed, or chosen, retiring from office annually, and their places filled by the Corporations concerned.

V. EXPLANATORY REMARKS ON THE DIFFERENT SECTIONS OF THE DRAFT OF BILL FOR 1847.

Such is the principle of the Measure, which I have the honour to submit, in respect to the Cities and Incorporated Towns in Upper Canada; and such is the design of the Bill—a Draft of which is herewith transmitted, and on the leading provisions of which, I beg now to offer some explanatory remarks on the various Sections of the Bill.

1. The First Section provides for the erection of each City and Incorporated Town in Upper Canada, into a Municipal District for Common School purposes.

2. The Second Section provides for the appointment and succession of the Members of a Board of Trustees for each City and Incorporated Town aforesaid.

3. The Third Section provides for the payment of School moneys into the hands of the Chamberlain, or Treasurer, of each City, or Town, subject to the orders of the Board of Trustees.

4. The Fourth Section provides for the vesting of the Common School property of each City and Town in the hands of the Corporation of such City, and the Board of Police of such Incorporated Town, to be managed by the Board of Trustees appointed, as aforesaid.

5. The Fifth Section prescribes the several duties and obligations of such Board of Trustees, in harmony with the Common School Act of 1846,—Ninth Victoria, Chapter Twenty.

6. The Sixth Section makes a similar provision in respect to the Teachers employed by such Board.

7. The Seventh Section provides for the Visitors of Common Schools in each City and Town, not including Magistrates, who are too numerous in Cities and Towns, to be authorized to act as School Visitors; and the Aldermen in Cities, and the Members of the Board of Police in Towns, with the resident Clergy, will form an ample corps of School Visitors.

8. The Eighth Section invests the Municipal Authorities of Cities, Towns, and Municipal Districts with discretionary power to raise money, by assessment, for Common School purposes generally, including the purchasing of School Sites, the erection of School Houses, the Salaries of Teachers, etcetera.

Such are the principal provisions of the proposed Bill in respect to Cities and Incorporated Towns in Upper Canada.

VI. PROVISIONS DESIGNED TO REMEDY DEFECTS IN THE SCHOOL ACT OF 1846.

The few remaining Sections of the Bill are designed to remedy some defects which exist in the Common School Act of the last Session of the Legislature. These Sections are so few,—and some of them apply also to Cities and Towns,—that I have thought it better to include them in the accompanying proposed Bill, than to recommend the introduction of a separate Bill for amendment of the Common School Act of 1846. That Common School Act, and the proposed Bill, are so connected, that, should the latter become a law, they ought to be printed together.

I now beg to explain the Sections, which I have the honour to propose, with a view of remedying the defects of the Common School Act of 1846.

VII. RESTRICTED AUTHORITY OF MUNICIPAL COUNCILS TO IMPOSE ASSESSMENTS.

It was one of the defects of the Common School Act of 1843, that it did not invest District Municipal Councils with authority to impose assessments to a sufficient amount, for the purchasing of rural School Sites and the building of School Houses. In the Eighth Section of the original Draft of the School Act of last year (1846), I proposed to invest the Council of each Municipal District, with discretionary power for these purposes; but, during the passing of the Bill through the Legislature,—at which stage, I know not, for I did not perceive the alteration for several months,—a limiting phrase, (namely: “within the limits of their powers of imposing taxes,”) found its way into the Eighth Section of the Bill,—in consequence of which, District Municipal Councils are subject to the same disabilities in this matter under which they have heretofore laboured. In the Eighth Section of the accompanying Draft of Bill, Municipal Councils of Districts are included with City and Town Corporations, and are proposed to be invested with requisite powers of imposing assessments for all Common School purposes.

The Ninth and Tenth Sections of the Bill embody an important principle, which lies at the very foundation of a sound System of Public instruction, and which is essential to the universal education of any Country,—it is the principle of a School Rate Bill, as well as School Assessment, according to Property, both in Town and Country.

In my communication of the third of March last, I dwelt at some length, on the importance of this principle,* and referred to the testimonies of experienced educationists in different parts of Upper Canada, as to the impossibility of ever having good Schools, much less rendering them accessible to all the youth of the land, under the past and present system of School-Rate Bill,—a system which has never been admitted in the State of Massachusetts, where Common School education is nearly, if not quite, universal among the poorest classes of the community. The principle embodied in the Ninth and Tenth Sections of the accompanying Draft of Bill was embodied in the original Draft of the Common School Act of 1846,—was sanctioned by the late Governor-General-in-Council, and was advocated in the House of Assembly by the Hon-

* See pages 75 and 76 of the Sixth Volume of this Documentary History.

ourable Attorney-General Draper ; but the proposition, being new, and being apparently misunderstood by some, and coming in contact with wealthy selfishness, was lost by a small majority. But, since the last Session of the Legislature, several District Councils have expressed themselves in favour of this principle, and the subject has repeatedly been brought before me, by Trustees. The principle of School-Rate, according to property, is recognized and acted upon in respect to Assessments, imposed by each District Council for the raising of a moiety of the School Fund, and for the erection of School Houses ; but, in the practical part of the School System, where the operation of the principle is most important, it does not obtain. All that is done by the District Council will answer no practical purpose, if the Trustees do not furnish and keep the School House comfortable, and employ a proper Teacher, and provide for the punctual payment of his salary. This, the Trustees cannot do, as a general rule, so long as they are thrown upon chance and caprice and selfishness, for the resources necessary to fulfil and satisfy their engagements—

VIII. FINANCIAL DIFFICULTIES AT PRESENT ENCOUNTERED BY SCHOOL TRUSTEES.

The circumstances of Trustees, as the law now stands, are as follows :—They can seldom engage a competent Teacher, without agreeing to pay him, a stipulated salary, and generally, by the year.—Very few good Teachers will agree to depend upon the chance fees of tuition, arising from the chance attendance of pupils, for the principal, or a large part of their salaries. But, upon such chances, either the Teacher must depend for the chief part of his means of support, or the Trustees must depend, for the chief part of the means, necessary to enable them to pay the Teacher and support the School ; for they have no resource but voluntary subscription, or Rate-Bill, upon the parents, who may please,—and only as they may please—to send their children to the School. Thus Trustees, in order to establish and maintain a good School, must agree to pay the Teacher a stipulated sum, per quarter, or per year ; but they have no certain resources beyond their own private means to rely upon to enable them to pay, the sum stipulated—

2. That the resources, arising from the imposition of Rate-Bills upon parents voluntarily sending their children to the School are insufficient ; and that, this system is detrimental to the interests of the Schools, and of the youth of the community, will be obvious from the following considerations, which have been repeatedly, brought before me, as facts, in the form of complaints and applications for counsel and advice :—

3. When it is known, that a considerable sum will be required to repair the School House and make it comfortable, parents, in many instances, desist from sending their children, until after the completion of the repairs, so as to avoid being rated for the payment of them.—One of the evils attending such a proceeding, is, that the children of such parents, are deprived of a quarter's instruction in the School. Another evil is, that the refusal of some parents to bear a part of the expense of repairing and furnishing the School House, imposes a heavier burden upon those, who do send to the School, and, sometimes, prevents so many others from sending, that the Trustees are compelled, either to leave the House unrepaired and continue to occupy it, when utterly unfit for use, or resort to voluntary subscription to get means to make the most needful of such repairs. To avoid these inconveniences and evils, Trustees have, in numerous instances, applied to their District Municipal Council, to exercise the powers conferred upon it, by the Common School Act of 1846, to impose an Assessment upon their Sections for School-House repairs and furniture ; and I have advised them to do so. This, however, is an exceedingly inconvenient and round-about proceeding, to obtain the application of the principle, which is embodied in the Ninth and Tenth Sections of the annexed draft of Bill.

4. But another consideration, evincing the evil of the present system of School-Rate Bill, is, its pernicious influence upon the School after its establishment. It involves a present-pecuniary inducement to every parent to keep his children from the School. Many parents, in narrow circumstances, are influenced by this motive, and desist from educating their children : indeed, I have been informed of numerous instances of poor men, with large families, being compelled to do so.—

5. Again, many parents possessing ample means to educate their children, are indifferent in respect to it,—Not having the advantages of early education themselves, they think, their children can do as they have done. A slight pecuniary inducement will, therefore, prevent them from sending their children to the School. These same considerations will also induce many parents to withdraw their children from the School, on slight grounds of offence, or inconvenience.

6. The withdrawal of every pupil from the School, involves the necessity of imposing an additional amount of Rate-Bills upon those who continue to send their children to the School, and furnishes, therefore, an additional inducement to them to remove their children also.—And, towards the close of the year, or term, of the Teacher's engagement, if it be found or apprehended that the Rate-Bill must be increased, in order to pay his salary, many parents remove their children from the School ; others take the alarm ; and, I have been informed of

instances in which the School has been nearly abandoned, and the Trustees have been involved in the most painful embarrassment. Then the Trustees, perhaps, blame the Teacher for this diminution in the attendance at the School, and refuse to pay him, his stipulated wages.—I have been appealed to on several occasions to settle disputes, arising out of such circumstances. To anticipate and prevent these difficulties, as far as possible, Trustees have, in some instances, before engaging a Teacher, gone about among their neighbours, with a view of getting them, voluntarily, to subscribe a sufficient amount to pay his salary. In some instances, they have partly succeeded; in other instances, they have been able to induce but a few to join with them, in such an obligation.—But, in many instances, the employment of inferior Teachers, upon terms, such as a competent Teacher would not agree to, has been the result. Now, the whole tendency of such a system is pernicious to the feelings, views, and mental habits of all parties concerned, as it is fatal to the character and interests of the Common Schools.

IX. ANOTHER CAUSE OF THE DECREASING ATTENDANCE OF CHILDREN AT THE SCHOOLS.

Of the effect of this unpatriotic system upon the aggregate attendance of children at our Common Schools, some opinion may be formed from the fact, that the average number of children taught in them is rather more than fifty per centum less than in a neighboring State, where the principle of Rate-Bill according to property—instead of according to attendance—obtains. To leave children uneducated is to train up possible thieves and other criminals; and it is the interest and duty of both the Government and every honest member of the community, to aid in the prevention, as well as punishment, of crimes and their kindred vices. For the Government, or Province, with resources at command, to refuse, or neglect, to afford means of subsistence to starving and famishing multitudes, would be justly regarded as a public crime and disgrace.—But, is it less a crime, and a lighter disgrace, to subject, by neglect, hundreds and thousands to intellectual starvation, and the pestilence of crime and misery which so often follow in its train? yet, at the present time, more than one-half of the children of Upper Canada, of School age, are not in attendance at any School! But, place the poor man on a level with the rich man, in the divinely ordained means of such instruction for his children, as will qualify and dispose them for their duties in the social system; let the poor man feel, that, by paying his penny of School assessment, his children have as good a right to the School as those of his wealthy neighbour who pays his thirty shillings, and how many will be seen crowding to the school of knowledge and virtue, from that very class of the community from which our goals and prisons are now filled. Compel the untutored and misguided parent to pay his quota for the actual operations of the Schools, and a door of instruction will be opened to his children, which, otherwise, parental ignorance and selfishness would shut against them; and their natural rights and best interests will thus be protected and secured during the period of their childhood and helplessness, and they will not grow up barbarians and nuisances in the community.

Require every man to pay for a necessary Common School education, according to the property, which he has acquired and enjoys in the Country, and you lighten the burthen of supporting the Common Schools, from those parents who are educating their families; you remove the strongest temptation to keeping children from the School, and furnish every parent, with an additional and direct inducement to send his children to the School; you remove causes of contention between parents and Trustees and Teachers, involved in the system of Rate-Bills and subscriptions, according to attendance; you relieve Trustees of the most perplexing part of their duties, and place both them and the Teacher in a position more agreeable, and more efficient, in regard to the character and interests of the School; you provide means for obtaining better and more regular salaries for School Teachers, and at less expense to each of the parents, now sending children to the Common School, and thus ensure a better class of Teachers; open the School House door to every child in the land, and thus lay a foundation for a virtuous, intelligent and prosperous community.

X. BENEFICIAL RESULTS FROM INCREASED FACILITIES FOR SUPPORTING THE SCHOOLS.

Such are the objects contemplated by the Ninth and Tenth Sections of the accompanying Draft of Bill; and, should they become law, I most truly believe, that they will produce a greater improvement in the Common Schools, and in the diffusion of Common School education, than any educational enactment, which has yet taken place in this Province.

In connexion with the influence of our Divine Christianity, I can conceive of no greater blessing to coming generations of Canada, than the incorporations into our School Law of the principle, which I here advocate, and which is thus summarily expressed by the Massachusetts Board of Education, in their Annual Report for 1845:

The cardinal principle, which lies at the foundation of our educational system, is, that all the children of the State shall be educated by the State. As our Government was founded upon the virtue and intelligence of the people, it was rightly concluded by its framers that, without a wise educational system, the Government itself could not stand; and in ordaining that the expenses o

educating the people should be defrayed by the people at large, without references to the particular benefit of individuals, it was considered that those who, perhaps, without any children of their own, nevertheless would still be compelled to pay a large tax, would receive an ample equivalent in the protection of their persons, and in the security of their property.

The Eleventh Section, of the accompanying Draft of Bill, provides for the appointment of a second District Superintendent of Common Schools, at the discretion of the Municipal Council in Districts, the Schools of which exceed one hundred and fifty in number: a provision analogous to one which exists in the State of New York. It will obviate an objection which exists to the present Common School Act, in regard to two or three of the largest Districts in Upper Canada.*

XI. APPOINTMENT AND REMOVAL OF DISTRICT SCHOOL SUPERINTENDENTS.

The Twelfth Section, [authorizing the Governor-in-Council to remove a District Superintendent of Schools for neglect or violation, of duty, until the ensuing meeting of his District Municipal Council.] is rendered necessary by the loss of the clause in the Assembly, during the last Session, which was introduced into the School Bill relative to the appointment of District Superintendents of Common Schools. That clause provided for the appointment of District Superintendents by the Governor-in-Council, on the recommendation of the District Councils—I refer to my Communication of the 3rd of March last, for the reasons of that clause,—namely, to conform the School law to our System of Provincial Responsible Government, and to secure the fulfilment of the intentions of the Legislature in establishing and aiding a Provincial System of Schools—But that clause † not having been adopted by a majority of the House of Assembly; and the appointment of District Superintendents having been left exclusively with the District Councils. it was necessary to provide some means by which responsibility shall be secured to the Government, in respect to the application of money which had been granted by the Legislature and in respect to the administration of the School System, so far as the Government is responsible for it. At the present time, any District Superintendent may, or may not, execute the law, may, or may not, apply the School Fund according to the conditions and Regulations required by law, and the Government has no power to prevent him from doing so—If the School Fund were created entirely by local assessment, then a local responsibility alone, could be properly insisted upon; but, as one half of the Fund is provided by the Provincial Legislature, there ought to be a responsibility to the Provincial Government on the part of all those, who are entrusted with its management.—

The propriety of appointing all such Officers by the Provincial Government, is obvious; but it would then follow, that their salaries should be paid out of the public revenue, as are, those of other public Officers. But, an opposite system of appointment has obtained; and, as the District Councils provide for the salaries of District Superintendents out of District Funds, and provide also, one-half of the amount of the School Fund, I do not think it advisable to propose any change in the relations and responsibilities of District School Superintendents to the District Councils—But, for the same reason, that District Superintendents are thus responsible to the Councils, should they also be responsible to the Government,—being entrusted with the control of moneys and invested with other powers, for the due administration of which, the Government is responsible. And such is the object of the Twelfth Section of the annexed Draft of Bill.

The School Law of the State of New York, from which so much of our School law has been derived, contains, among others, the following provisions relative to the appointment, removal and duties of District Superintendents of Schools:—

The Board of Supervisors in each County of the State, shall appoint a County Superintendent of Common Schools for such County: and, in those Counties, in which there shall be more than one hundred and fifty School districts, reckoning two parts of joint districts as one, they may appoint two County Superintendents, or one, in their discretion; and, at all such appointments, hereafter made, the Board shall divide the County into two convenient Districts, designating the person appointed for each District respectively, when there shall be two appointed; but no share of the public money shall hereafter be apportioned to any County, in which a County Superintendent shall not have been appointed, unless by order of the Superintendent of Common Schools—such County Superintendents shall hold their offices, respectively, for two years, subject to removal by the Board of Supervisors, on complaint, for causes to be stated.

Any County Superintendent may be removed from office by the Superintendent of Common Schools, whenever, in his judgment, sufficient cause for such removal exists; and the vacancy thereby occasioned, shall be supplied by appointment under his hand and official seal, until the next meeting of the Board of Supervisors of the County, in which such vacancy exists. A copy of the order making such removal, specifying the causes thereof, shall be forwarded to the Clerk of the Board of Supervisors, to be by him laid before the Board at their first meeting thereafter.

* This was lost in the Legislative Council, after having passed the House of Assembly.

† Page 74 of the Sixth Volume of this Documentary History.

The County Superintendents shall be subject to such general Rules and Regulations, as the Superintendent may, from time to time, prescribe; and appeals from their acts and decisions may be made to him, in the same manner, and with the like effect, as in cases now provided by law, and and they shall make Reports annually, to the Superintendent, at such times as shall be appointed by him, which shall be the same as are now required to be made by the County Clerks, with such additional information as he shall require. (New York School Laws of 1843.)

The School Laws of the State of New York are the result of many experiments and upwards of forty years' legislation; and the above quotations show how fully the adequate authority of the Executive Government is recognized and maintained in regard to all the regulations and proceedings of the State School System.—But, I think, it is more congenial with our system of Government to place in the hands of the Governor-in-Council that power, in regard to the removal of a District Superintendent, which the School Law of the State of New York gives the Superintendent of Common Schools—there it extends even to competency or fitness for office; in the accompanying Draft of Bill, it is proposed to extend it only to misconduct.

XII.—THE LOCAL TREASURER OF THE DISTRICT COMMON SCHOOL FUND.

The Thirteenth Section of the annexed Draft of Bill, provides for making, at the discretion of the Governor-in-Council, the Treasurers of Districts School Funds, the Treasurers of the District School Funds also.—I suggested this provision in my Report on the School Bill of the third of March, last; but stated, that, as some, if not most, of the District Treasurers received a percentage on the moneys, which passed through their hands, a loss would be sustained by such a provision, unless a special arrangement could be made, exempting School moneys from such a draw-back. Since then, an Act has been passed, changing the tenure of the office of District Treasurers; and, I believe, most, if not all, of the District Treasurers now receive fixed salaries. I think, that it will now be practicable, to carry the Thirteen Section of the annexed Draft of Bill into operation, (should it become a law,) without any loss to the School Fund, and with advantage to the School system.

XIII.—FINANCIAL ANOMALY IN THE LOCAL ADMINISTRATION OF SCHOOL MONEYS.

It is not considered good policy in any other Department of the Public Service, to unite in the same person, the three offices of the Treasurer, Auditor, and Paymaster. Yet it is so, in our School System.—The District Superintendent is made the Treasurer of the School Fund of the District; he judges of the propriety of all orders and claims made upon that Fund; and he pays them, or not, as he thinks proper.

Now, as a general rule, it is an advantage for one to have such funds in his hands, and to retain them, as long as possible, especially if he is engaged in, or connected with any kind of business. It is his interest, therefore, to defer the payment of claims upon Funds in his hands, as long as possible, or the notification of them, to parties concerned: and the local administration of the School Act presents numerous opportunities and pretexts for procrastination in both these respects.—Many complaints have, down even to the present month, been made against Township Superintendents for delaying, on various grounds, the payment of School Funds in their hands. Whether any one of these complaints is well founded, or not, I have no means of knowing: but assuming them to be ill founded, as I hope they are, is it proper to place Superintendents of Common Schools in circumstances in which they are liable to such imputations and suspicions, without any means of disproving the injustice of them.

To District Superintendents, no such suspicions can attach; for they have, as yet, had nothing to do with the payment of the School Fund to Teachers; but, under the present Statute, they are about to assume that part of the duties of the abolished office of Township Superintendents.—It will now be the duty of the Common School Superintendent of each District, to pay out, in detail, all the Common School Funds of such District. It is, therefore, a question, whether he should continue to be the Treasurer of the School Funds, or whether they should not be placed in the hands of the ordinary Treasurer of the District, payable to School Teachers, on the orders, or cheques, of the District Superintendent. According to the latter mode, there would be the most effectual provision for correct accounts of the expenditure of the School Fund, and for its prompt payment to parties entitled to it,—the best security against any abuses in connection with its application and against attacks, or suspicions, unfavorable to any District Superintendent.—

Should the Thirteenth Section become law, it would, of course, not be necessary for a District Superintendent, any more than the Provincial Superintendent, to enter into bonds with two, or more sureties for the faithful performance of his duties. The amended law of the State of New York is the same as that which is proposed in the Thirteenth Section of the annexed Draft of Bill—it is as follows:—

The sum annually to be distributed for the encouragement of Common Schools shall be paid on the first day of February, in every year, on the Warrant of the Comptroller and the Treasurers of the several Counties and the Chamberlain of the City of New York.

But still, I do not propose, that the power given by the Thirteenth Section of the annexed Draft of Bill should be exercised, unless where the change of District Treasurership of the School Funds can be made without any additional charge upon them.

XIV.—MAYOR OF TORONTO TO BE A MEMBER OF THE PROVINCIAL BOARD OF EDUCATION.

The Fourteenth Section of the annexed Draft of Bill provides for the appointment of the Mayor of the City of Toronto as a Member of the Provincial Board of Education. The reason for this appointment is, that the Provincial Normal School is established at Toronto, and the Model School connected with it, will be composed of children resident in the City. The City will, therefore, have a peculiar interest in the Provincial Normal School, and its authorities may yet feel themselves called upon to contribute something towards its support. The authorities of the City of Albany, provide the buildings for the Normal School of the State of New York. Under these circumstances, I think it very proper, that the Chief Magistrate of the City of Toronto should be a Member of the Board of Education for Upper Canada.

I have thus explained as fully as appears to me necessary, and as briefly as the nature of the subjects involved, would admit, the principal provisions of the annexed Draft of School Bill, and which I most respectfully submit to the favourable consideration of the Governor-General-in-Council, with a view to its introduction into the Legislature, in order to establish a proper system of Schools in Cities and Towns in Upper Canada, and to remedy the defects which have been referred to, in the Common School Act of 1846, Ninth Victoria, Chapter twenty.

TORONTO, 27th of March, 1847.

EGERTON RYERSON.

(NOTE. A formal acknowledgement of this Letter and Draft of Bill, was received from the Secretary of the Province by the Chief Superintendent.)

CHAPTER XIX.

THE NOTABLE TRANSITIONAL YEAR, IN VARIOUS PHASES, OF 1847.

The year 1847 was an exceptionably notable one, not only in the efforts made to provide an improved System of Schools for Cities and Towns, but also for the renewed attempt made to settle, in a satisfactory way, (as was then supposed,) the long pending University and Grammar School questions in Upper Canada.

After the Union of the Provinces of Upper and Lower Canada in 1840, the Legislature, in dealing with the Common School Law, awakened no special interest, —chiefly from the fact, that that legislation was theoretical, and not practical. The two Common School Acts, (of 1841* and 1843,†) passed by the Legislature

* Mr. Solicitor-General Day, when he submitted the Common School Bill of 1841 to the House of Assembly, stated that, "beside his own labours, he had been indebted for much of the information he possessed to a valuable Report furnished by Doctor Charles Duncombe to the Legislature of Upper Canada in 1836, on the subject of Education in the Province, as also to the labours of a gentleman named Mr. Christopher Dunkin, (afterwards a Judge in Lower Canada,) and to a pamphlet entitled "*Lettres sur l'Education Elémentaire et Pratique*," published by a Mr. Mondelet, the tenor and spirit of which reflected the highest credit on the Writer." Doctor Duncombe's Report will be found on pages 288-322 of the Second Volume of this Documentary History. Speaking the same School Bill, (that of 1841,) Sir Francis Hincks, in the "Reminiscences" of his "Public Life," said: "The late Common School Law was not framed by any Ministry, responsible, or otherwise; it was hastily put together, [and was referred to] a Select Committee of the House of Assembly, consisting of [twenty-three Members,—fifteen from Lower Canada, and eight from Upper Canada;] and [was passed] without the deliberation and care which such a Measure ought to have received." (Page 176 of "*Reminiscences*.")

† Doctor Ryerson, in submitting his Draft of the School Bill of 1846, to the Government, thus referred to the School Act of 1843 . . . "With many excellent provisions . . . the Act of 1843 is intricate, and lame in many of its details; and it is altogether defective in some essential provisions. It contains the provisions which are incompatible with others . . . and some which are not in harmony with the principles of one general system of Government. Page 71 of the Sixth Volume of this Documentary History.

of the then newly united Provinces, did not do more than revise and remodel somewhat theoretically, the School legislation of 1816, 1820 and 1824.

The abortive attempts in 1843, 1845 and 1846, as well as the renewed, but equally abortive, efforts of 1847, to legislate on the University Question, aroused, without any really satisfactory results, the combative instincts of the two opposing parties on this question,—about equally strong,—in favour of, and opposed to, the proposed “partition” legislation of 1847, in regard to the Endowment of King’s College.

The public interest, which had been thus awakened and stimulated, in regard to higher education in Upper Canada, was rather increased than lessened, when the Chief Superintendent, in his first Draft of Bill of 1846, for the improvement of the status and condition of Common Schools, proposed to widen the basis and enlarge the scope of the School System, and to increase the powers of the Municipal Councils, and of the officials, who had to do with the local administration of that System.

The Draft of Bill of the Chief Superintendent, in 1846, also proposed the appointment of a General Board of Education for Upper Canada,—with power to establish a Provincial Normal School, with Model Schools attached to it; to prescribe a Series of Text Books for the Elementary Schools; and to prescribe Rules and Regulations for the government of these Schools,—their local Superintendents, Trustees and Teachers. (See page 71 of the Sixth Volume.)

So great a departure from the old established and circumscribed order of things was regarded as somewhat revolutionary,—as it was, in the best sense,—but also as quite too far-reaching and ambitious for a Country so young as was Upper Canada, and so unprepared for an enlarged and comprehensive School System, as that proposed. Besides, as it was urged, such a System,—to give it strength vitality, and comprehensiveness,—must necessarily have covertly embodied in it some autocratic element which savoured of “Prussian despotism,” since it was, by the showing of the Chief Superintendent, largely founded on the School System of Prussia. In fact, for a lengthened period, after the School Act of 1846 was passed by the Legislature, the incubus, or nightmare, of “Prussian Despotism” was the theme of “Leaders” and “Letters” in the newspapers, and the subject of speeches and addresses in various localities.*

It is interesting at this interval of time to recall personally, as I do, what were the chief objections urged against the main features of the School Legislation of 1846. As examples, I would quote the following passages from the proceedings of two Municipal Councils,—the Gore District and the Western District;—the Gore District, in its Memorial to the Legislature on page 115 of this Volume

* On pages 214, 215 of the Sixth Volume of this Documentary History, I have given extracts from one or two Letters of Doctor Ryerson, in reply to the charge of having introduced the elements of “Prussian Despotism” into our School System. The agitation on this subject, though soon ended at that time, was revived now and then to give point to spasmodic attacks on other alleged despotic features of the System, which largely existed in imagination only, as was strikingly illustrated by the Chief Superintendent, in his “Special Report,” on pages 109, 110 of this Volume.

—in which, among other things, it deprecated the establishment of a Provincial Normal School. The Memorial said—

Nor do Your Memorialists hope to provide qualified Teachers by any other means . . . than by securing, as heretofore, the services of those, whose physical disability, from age, render this mode of obtaining a livelihood,—the only one suited to their decaying energies,—or by employing such of the newly-arrived Emigrants, as are qualified . . . and who will adopt this as a means of temporary support, until their character and abilities are known and turned to better account for themselves.

The Western District Council, in its Memorial to the Legislature, about the same time, asked that Body to “remedy”—

Another, and very serious evil which . . . is the ill-feeling which . . . the present School Bill . . . has been the means of causing among the people,—the hatred and malice between neighbours and friends, in almost every School Section in this District . . . Your Memorialists are of opinion, that the duties required to be performed, under the present law, by the School Trustees are impracticable,* as we well know that a large number of them can neither read nor write; and it, therefore, must be obvious that greatest part of those requirements must remain undone.*

The Home District Council, in its strictures on the same “Bill,” or Act of 1846, said that—

They cannot but observe, that whilst a Provincial “Board of Education” has been formed, for the purpose of giving advice upon school affairs, the power of that Board is placed in abject subordination to the Chief Superintendent of Schools; that it is left discretionary with him, by the Act of Parliament, to consult them, or not, upon any Educational question, as his inclination, or caprice, may dictate, and be guided, or not, in his decisions, by their advice.

While these were some of the adverse criticisms, to which the School Act of 1846 was subjected by official Bodies, charged with important duties, connected with the local administration of that Law, the power of the press was also invoked to discredit that Act, in the estimation of the people.

Not only did three influential newspapers in Toronto take an active part in that agitation, but others, held in local estimation in various Counties, took also strong ground against the Chief Superintendent’s first School Act of 1846.

I. THE HONOURABLE ROBERT SPENCE ON THE COMMON SCHOOL ACT OF 1846.

Among the most active opponents of the School Act of 1846 was Mr. (afterwards the Honourable,) Robert Spence, Editor of the *Dundas Warder*. For the purposes of this History, and as an illustrative example of the nature of the educational crusade of 1847, I quote this case by way of illustration.

Mr. Spence became a leading Member of the Legislature, and subsequently a Cabinet Minister, and was, in all respects, a representative man of the times. He was an able and gifted writer and an influential public man. His utterances, therefore, on so important a social question, as the education of the people, would naturally be taken as a fair exponent of the current opinion of the day on such a subject.†

† On this statement the Chief Superintendent remarks in his Official Report of 1850:—“In other Districts, where the Trustees can read and write, and where the Councillors are correspondingly intelligent and discreet in their school proceedings, no disputes or inconvenience, have, as far as I am aware, occurred on this subject.

* I write this from a personal and intimate knowledge of Mr. Spence. At the time of the “Trent affair,” in 1862, he and I and Mr. John Dewe, Post Office Inspector, were appointed as the three Officers of the “Civil Service Company,” Number Seven, of the “Queen’s Own Rifles.” He was then Collector of Customs at Toronto. Mr. Spence was a most agreeable and pleasant “companion in arms.” Owing to his continued ill-health, I, as Lieutenant, had chiefly the command of the Company. He died in March, 1868.

Although the School Act of 1846, (compared with the more elaborate legislative enactments of to-day, in regard to education), was simplicity itself,—dealing only, in a practical way, with elementary principles, yet it was, in those early days, strongly denounced as “cumbersome, intricate and arbitrary.”

II. MR. SPENCE ON THE SCHOOL LAW AND OF THE OFFICE OF CHIEF SUPERINTENDENT.

In referring to the proposal of the Chief Superintendent to provide for an improved system of Schools in Cities and Towns, Mr. Spence, in his paper of the 3rd of September, 1847, thus emphasized his opinion of the “arbitrary” character of the present and prospective school legislation, and said:—

The existing School Act, (of 1846,) and the Bill (of 1847,) to amend the same, are notoriously calculated to wrest the education of the youth of the Country from the people, and to vest it in the hands of the Executive.

We are not prepared to go the length of saying, that Schools should not, in each Municipal District, be subject to some superintendency, but we do say, that the time of the District School Superintendent should not be devoted to the duties of a mere pay clerk, but to the details of the School Room, and to the consideration of means for the advancement of the Schools within the bounds of his District. If the District Superintendent be merely intended to carry out the financial portion of the Bill, let the office be at once abolished, and these monetary duties transferred to the District Treasurer. Such, however, we believe, was never the intention before the passing of the present Act. The object contemplated in the creation of District Superintendents, was to advance the educational character of the Schools, through the agency of an individual having a knowledge of the exact state of all the Schools within the bounds of his allotted sphere of action, and that, by the incentives, which comparison invariably furnishes, a stimulus would be imparted, far exceeding any which could be afforded through individual, or isolated efforts.

As to the Chief Superintendent of Education, the Country calls loudly for the abolition of his Office. It is useless and expensive

In *The Warder* of the 5th of May, 1848, Mr. Spence thus again referred to the desirability of abolishing the Office of the Chief Superintendent:—

The Office [of the Chief Superintendent of Education] is, in this County, (Wentworth,) and District (of Gore), almost universally held to be useless and exceedingly burthensome, and, consequently one that should be abolished.

Again, in the *Dundas Warder* of the 22nd of September, 1848, in referring to the desirability of petitioning Parliament in regard to the School Act of 1846, Mr. Spence stated that the Act of 1846,

As it stands, is a monstrous absurdity,—complex, expensive and almost impracticable.

The Petition of the Gore District Council, Mr. Spence held that it should imperatively call for—

The entire abolition of the costly office of Chief Superintendent. We do not, for one moment hesitate in avowing our opinion, that no act, to be performed by the present Ministry, would be hailed with greater satisfaction by the inhabitants generally of this County, than the immediate dismissal of Doctor Egerton Ryerson, and then, the abolition of an office from which, here at least, no public advantages have ever been derived.*

While touching on this subject, it may be well to observe, that the removal of this Functionary has been for some months back expected. The people, however, are represented, and they rest with entire confidence on their Representatives, that their well-known wishes will be carried out.

*In replying to a similar statement and suggestion from another quarter, Doctor Ryerson, in a Letter to *The Globe* Newspaper, Toronto, on the 2nd of December, 1848, said: . . . “if the Office [of Chief Superintendent] cannot present satisfactory proof of its utility and importance, its continued existence will never be advocated by me.” . . .

III. ENDORSEMENT OF THE CRITICISM ON THE COMMON SCHOOL ACT OF 1846.

Speaking of the action of the Gore District Municipal Council, in its sweeping denunciation of the School Act of 1846, and its pessimistic outlook for the future of Education in Upper Canada.* Mr. Spence again wrote in his newspaper as follows:

During the past Session of the Gore District Council, a Memorial to the Legislature was adopted, praying for a modification of the Common School Act of 1846, and particularly pointing out the present system of Chief and subordinate Superintendency, as being expensive and inapplicable to the circumstances of the Country.

In reference to the present School Act, we heartily agree in the opinion expressed by the Council, that the Bill is cumbrous, expensive, and unjust to the people, and to the youth of Canada, and, with deep regret, say that, never, within our knowledge, were Common School affairs in a more unpromising condition than at present.

We want a simple Measure, such a one as the Act of 1843, confessedly† the chief, and we might say, the only, defect of which, was, its not conferring sufficient powers, for raising the necessary sums, to give it effect. We have repeatedly stated, that no Act of Parliament can make a School efficient, no amount of machinery can impart to it life and energy, if these be not found in the Teacher; and, until the Teacher takes the position, which the responsibility of his office ought to give him, and obtain the salary, to which a man of refined mind and cultivated powers is justly entitled, we shall never have good schools.

IV. SHARP CRITICISM ON THE GORE DISTRICT COUNCIL'S PROPOSAL TO EMPLOY INFERIOR TEACHERS.

We deeply regret to find that the Gore District Council talking, in their Memorial to the Legislature of employing men whose "physical disability" and "decaying energies" render teaching a suitable employment, and further, that immigrants be employed until "their character and abilities are better known and can be turned to better account."

This we conceive to be the most monstrously absurd proposition ever advanced. What? Surrender the education of the youth of this Province to men "physically and mentally disabled"? or to men who, because they cannot find work for which they are qualified, are considered good enough to instruct youth? We sincerely sympathize with the many worthy gentlemen, who are engaged at the present time, in discharging the important duties, pertaining to Teachers. We feel for them, because they are not only obliged to contend with difficulties, peculiar to their calling,—with privations of one kind, or other, with an average income of only [£30 to £40]; but now to taste the bitterness of being classed with the infirm in body and mind, and with those hapless strangers who, on their first acquaintance in a new Country, are pronounced good for nothing but to teach School.

Let the resources available for school purposes be husbanded, and, as far as practicable, be applied to the payment of Teachers. Let such a remuneration be offered, as will induce educated and energetic men to embrace the profession of teaching, and more will be done in one year, for the permanent improvement of Common School Instruction, than could be effected in ten, by such a species of School Machinery, as at present exists.

V. THE GORE DISTRICT COUNCIL'S OPINION CONDEMNED BY THE TEACHERS' ASSOCIATION.

At a Meeting of the Gore District Teachers' Association held on the 29th of January, 1847, the following Resolution was passed, deprecating the recommendation by the Gore District Council, to employ Teachers without any proper qualifications, as "degrading to professional Teachers." The Resolution declared:—

That this Meeting views with deep concern, the general tenor of the Memorial of the Gore District Council, (agreed on, in November last,) to the Provincial Legislature, with regard to Education,—particularly the spirit manifested in that part of it, in which those persons whose "Decayed Energies," or "Physical Disabilities" renders them unfit for any other employment, and "immigrants, till they can turn their talents to better account," are proposed to be the future Teachers of youth. The tendency of such sentiment being at once, degrading to professional Teachers, and detrimental to the cause of Education.

* A copy of this appeal to the Legislature, by the Gore District Council, will be found on pages 114-116 of this Volume.

†For a reference to the School Act of 1843, see page 195 of this Chapter.

VI. NON-SPECIFIC AND CONFLICTING CRITICISM ON THE SCHOOL ACT OF 1846.

From numerous examples, (in addition to the foregoing,) of what might reasonably be characterized as the unfair and unjust criticism of the day on the School Act of 1846, I only select the following for two reasons,—first, because it appeared (as a communication) in Mr. Spence's paper, (the *Dundas Warder*) in July, 1847, and, secondly, because it has an air of candour in its criticism. The writer very truly remarks:—

Many have found fault with our present School Act of 1846; but few, if any, have given rational suggestions for its amendment. Having waited in vain till the eleventh hour, in hopes that some abler individual would take up the matter, allow me now . . . to offer some suggestions on this subject.

That part of the first Section of the Act, which provides for the salary of the Chief Superintendent and his Clerk, is objectionable, when we consider the present state of the Country.*

Section XIII. (Sub-Section "Eighthly" is objectionable.)—The settling of disputes should be left to the District Councils, or arbitrators, appointed by them, rather than to the District Superintendent, whose efforts should be directed more particularly to the advancement of Education;† hence said sub-section should be expunged. Sub-section Ninthly, should also be expunged, and the following, or something similar, introduced in its place.

"That all moneys apportioned by the District Superintendent, which have remained in his hands for one year, by reason of Trustees, or the people, neglecting, or refusing, to comply with the provisions of this Act, shall be added to the moneys next thereafter to be apportioned, by such Superintendent, and shall be apportioned and paid therewith, and in like manner."

VII.—TEACHERS WHO DO NOT ATTEND THE NORMAL SCHOOL ARE "BEREAVED" OF THE GRANT TO IT.

The principle on which the Normal and Model Schools are intended to be established, seems to me to be somewhat fallacious. By Section Five,—it is provided, that a Normal School be established, and "That a sum not exceeding (£1,500).—One Thousand, Five Hundred pounds, per annum, be allowed for the salaries of Teachers, and contingent expenses of said Normal School."

It is provided that gratuitous instruction is to be afforded to Teachers at the Normal and Model Schools; but it is also enacted by Section, Thirty-six, that the aggregate of all the amounts, advanced for the support of the Normal and Model Schools, shall be deducted from the Common School Fund, before it is apportioned by the Chief Superintendent of Education. Hence it is evident, that everyone, who is now a Teacher, and avails himself of these Institutions, pays a part, indirectly, and those who cannot avail themselves of the said gratuitous instruction, are made to pay for the education of others, to supplant themselves.—

Instead of this, it would certainly be more satisfactory, to provide for the Normal School as a distinct Institution. The Common School Teachers could then calculate more certainly what amount of public funds they should receive. As it now stands, they are not only bereaved of certain deductions from the Provincial Grant, but, of course, also of an equivalent of the Municipal District Assessment: and neither parents nor Trustees generally, are prepared to make allowance for these deductions.—

*A Writer in the *Brockville Recorder* occupies nearly a column of that paper in February, 1847, in attempting to show that "more than one-third part of the Government grant for Education in Upper Canada is consumed, or lavished, in a manner which is useless, except for political purposes." The following are the eight particulars which the writer in the *Recorder* terms "useless":—

- | | |
|---|--|
| 1. The Chief Superintendent of Education. | 5. Normal School Teachers |
| 2. The Clerk in his Office. | 6. Model Schools, (Provincial and District.) |
| 3. The Provincial Board of Education. | 7. Education in New Townships. |
| 4. Normal School Establishment. | 8. District School Superintendents. |

—*Christian Guardian* of March the 3rd, 1847.

NOTE.—On pages 119 and 123 of this Volume, the Chief Superintendent of Education effectively deals with this personal question.

†This opinion is in direct variance with that expressed by the Western District Council in its adverse criticism on the School Act of (1846)—see pages 123, 124 of this Volume.—The Council says:—"The causes of disputes [in the School Section], are brought before the District Council; and so numerous are the petitions on that account, that more than one-half the time of the District Council is taken up in endeavoring to settle those differences, but generally without any beneficial result." The Chief Superintendent adds, in reference to these disputes, that not one of them could have arisen out of the School Act, but must have all been caused by an improper division of the School Sections, either by the Township Superintendents, under the late Act, or by the Council, under the present Statute."

District Model Schools do not require any extraneous aid, if judiciously located, they can support themselves.* If these suggestions were practically put in operation, I feel confident the School Act would be much simplified, work more smoothly, be more acceptable to the people, and more advantageous to the Teachers. . . . —

VIII.—INTELLIGENCE ESSENTIAL TO THE SUCCESS OF THE SCHOOL ACT OF 1846.

So many erroneous statements had thus been made in regard to the provisions of the Common School Act of 1846, that the Chief Superintendent in 1847, published the following Explanatory Remarks on the subject. He said :—

I doubt not but that intelligent persons of both parties are satisfied as to the soundness of the principles, and the necessity for the general provisions, of the School Act of 1846, and as to the causes of the acknowledged defects in some of its details,—defects, for which I am not wholly responsible, and which I hope to see remedied ere long.

Nearly all of the disputes and animosities which have arisen in some Districts under the operations of the present Act, (of 1846,) have grown out of the unsatisfactory and untimely formation, or alteration, of rural School Sections, the non-payment of School Moneys by the late Township School Superintendents, and the non-payment of the District School Assessments at the time pre-scribed by law.

If Municipal Councillors are negligent and careless, or act unadvisedly in any, or all, of these matters, corresponding dissatisfaction and confusion must, of course, ensue ; and for which the School Law, or Chief Superintendent, is no more to be blamed than is the Constitutional Act, (of 1791,) for the consequences of any injudicious proceeding, or careless indifference, on the part of either Branch of the Legislature.

The best and the most simple laws require intelligence and good feeling for their beneficial administration ; and happy will it be for the Country if the several Municipal Councils vie with each other in the exercise of intelligence and zeal in promoting the educational interests of their respective Districts. Some Districts,—Colborne among them—have set a noble example, which it is hoped, will be followed throughout Upper Canada.

IX.—THE CHURCH OF ENGLAND AND THE COMMON SCHOOL ACT OF 1846.

The foregoing illustrations of the opposing influence to the Common School System, in 1847, would not be historically complete, without reference to the attitude towards that System, of the Church of England in Upper Canada. Bishop Strachan, in his elaborate Charge, to the Clergy in this year, did not refer to the subject, but the "Church Society," of which he was President, in its Annual Reports for 1846 and 1847, thus refers to the duty of that Church, in regard to elementary education, and the Parochial Schools. After referring to the subject of Missions, the Report states that :—

The Church Society calls upon its Members to bear in mind, that the Society was also, incorporated, "for the encouragement of Education, and for the support of Day Schools and Sunday Schools," in conformity with the principles of the United Church of England and Ireland." This is a matter, which, at the present moment, requires our most unremitting attention—

The Education, which is afforded in our Common Schools, is, in consequence of the unhappy religious divisions amongst us, intended to embrace all, and, therefore, it is almost entirely of a secular nature ; and every attempt to render it, in any practical way, truly religious, must be expected to fail, because, under such circumstances, God's truth must be suppressed in part, in order that those who receive the whole truth may be enabled to combine with those who receive only a part of it—

With such a state of things around us, and the imminent danger of thousands of our children being instructed, at the best, only in a system of mere morality,—which is a dangerous substitute for Christ's holy truth,—it is our boundon duty to lay our "hands to the plough," and use every honest exertion to provide for the proper training of the little ones of the flock—

* The Writer of this criticism has evidently overlooked the fact that, Section Thirty-four of the School Act of 1846, which he criticises, provides that District Councils are authorized to make a grant of Two Hundred pounds, (£200,) a year to each District Model School.

Let it be remembered, that the Almighty works through second causes, that he has condescended to select human instruments to preach His holy Gospel. . . . And thus, that not only the fulfilment of the Divine promises, but also the working of the Almighty himself, is to be looked for through the instrumentality of means. . . . Now those means must ordinarily be employed, which He hath ordained. . . . Since, then, we are commanded to "train up our children in the way they should go," education, to be effectual, must be religious. . . .

It is only in the faithful attempt to discharge this sacred duty, that we may expect the Divine Blessing, and trust that our children shall be taught of God. In this way alone, can the world see the difference between instruction, in merely secular knowledge, and the training of the moral nature, by the constraining and hallowing power of a lively and religious faith.

The most effectual means, by which a system of religious education can be carried out, is through the medium of Parochial Schools; and the Church Society embraces the present occasion to impress upon all of its Members, the necessity, and the duty, of establishing such Schools, wherever it may be found practicable. Together, with the ordinary, secular education, such Schools would combine daily religious instruction, according to the doctrine and discipline of the Church of England, and the labours of each day would begin and end with authorized prayer. Undoubtedly, there are many places where daily Parochial Schools cannot at present, be organized, but through the exertions of the Clergy, Sunday School have been very generally formed throughout the Diocese: it only, therefore remains to keep these in as disciplined a state as possible, until the time may come, when a daily Parochial School may be superadded—

In its Annual Report for 1847, the Church Society thus refers to its preceeding Report and to the subject of Parochial Schools:—

With regard to Education, the Society brought this matter up in its last Annual Report, and called upon its Members to bear in mind, that one of the objects, for which the Church Society was incorporated is: "the encouragement of Education, and the support of Day-schools and Sunday-schools," in conformity with the principles of the United Church of England and Ireland. From the peculiar difficulties, occasioned by the Common School Act of 1846, now in force, in this section of the Province, the Society has hitherto found itself unable to engage in any system of Religious Education, and no grants have been made to any School in the Province. Still, however, the subject is being carefully weighed; the unremitting exertions, which the Bishop of this Diocese has made, in the cause of education, through a long series of years, are well known; and, whenever the proper time for acting in this matter shall arrive, the Society will, with his Lordship's recommendation and sanction, adopt such a system as shall combine an ordinary secular education, with daily Religious Instruction in the Holy Scriptures, the Catechism, and the Liturgy, and which shall, at the same time, be adapted to meet the wants of the Country, and be proportioned to the means which may be annually placed at the Society's disposal for this purpose. It is hoped that this time is not far distant, and that such assistance will be obtained from the Government in this matter, as we can make available, consistent with the teaching of our Church.

CHAPTER XX.

LEGAL QUESTIONS ARISING UNDER THE SCHOOL LAW OF 1846.

In the administration of the first Common School Law, drafted by the Chief Superintendent of Education in 1846, many legal questions, which had not hitherto presented themselves, arose in regard to various provisions of the new Act.

In order to prevent any friction arising in the local administration of the law, and to meet local objections to its provisions, it was felt to especially desirable that full information should be given in regard to any questions which might be asked by the District School Superintendents and others, who had to do with the Common Schools in various localities. These questions, therefore, as they arose, were carefully considered, and suitable replies sent to the parties concerned.

I have selected some of these replies, of the Chief Superintendent, as illustrative of the manner in which the School Law, (as it was in operation, more than fifty years ago), was administered by him, and as also showing,—as part of the educational history of those early days,—what was then the nature of the various questions proposed in regard to the Common School System of Upper Canada in 1847.

Many of the questions, which were asked of the Chief Superintendent, were purely legal ones, and, as such, were submitted to the Law Officers of the Crown. Most of them involved technical points, which they alone could answer satisfactorily—especially as to the rights of School electors and the conditions of the franchise which they exercised.* The following is a case of this kind, which was laid before the Honourable Mr. Solicitor General John Hillyard Cameron in February, 1847 :

I. POINTS ON WHICH THE LEGAL OPINION OF MR. SOLICITOR GENERAL CAMERON IS REQUESTED.

1. At the Annual School Section Meeting, regularly called and constituted, does a proved partiality, or error, in judgment, on the part of the Chairman, in respect to the alleged, or disputed, election of the second and third persons nominated as Trustees, disannul the undisputed election of the first person nominated, or vitiate all the proceedings of such Annual School Meeting ?

2. If it should be decided, that only one, out of the three persons, nominated at an Annual School Section Meeting, had a clear majority of the persons present in his favour, and that another Meeting should be called to elect other two persons, as Trustees, who ought to appoint the time and place of such meeting ?

3. In the event of all the proceedings of a lawfully called and constituted Annual School Section Meeting being set aside, as irregular, who ought to call a second meeting for the election of Trustees ?

4. Has a District Superintendent of Common Schools authority, under any circumstances, to appoint the time and place of a School Section Meeting for the election of Trustees ?

EGERTON RYERSON.

TORONTO, 6th February, 1847.

II. REPLY OF THE SOLICITOR GENERAL TO THE FOREGOING QUESTIONS :

Reply to the First Question : If three School Trustees have been declared elected, and their names returned to the District School Superintendent, they are the Trustees for the particular School Sections, according to the Statute, and their election must stand.

Reply to the Second Question : If only one School Trustee were elected at the first Annual School Meeting, there seems to be no provision in the Statute, for filling up the offices of the other two Trustees, unless, by a strained construction of the twenty-third Section of the District Council Act, may have the power of appointment.

Reply to the Third Question : How, or by whom set aside as irregular ? The District Superintendent has the power of deciding disputed points, subject to an appeal to the General Superintendent ; but it is difficult to determine that this is intended to apply to disputed election, or a case where no election had taken place. This is a *casus omissi*.

Reply to the Fourth Question : I think not.†

J. HILLYARD CAMERON.

ALBANY CHAMBERS, 10 February, 1857.

* So many of these legal questions arose, as the years went on, that, in 1856, I entered the Law Faculty of the University of Toronto, and graduated in that Faculty in 1860. With a view to master the technicalities of the profession, I became a Member of the Law Society in 1865, and was called to the Bar in 1870. (*Editor.*)

† Although this case seems simple enough, yet, owing to the personal element which entered into it, and opposition to the School Law affecting the case, which prompted these enquiries, a prolonged discussion in the newspapers followed, and much ill-feeling on School matters was engendered, in consequence. Many such cases, arising out of opposition to the School Law occurred about the same period.

III. GENERAL TAXING POWERS OF DISTRICT MUNICIPAL COUNCILS FOR SCHOOL PURPOSES.

In December last, I obtained the opinion of the Law Officers of the Crown on the authority of District Municipal Councils to impose taxes, under the new School Act of 1846. Their opinion, (which I have communicated to all parties applying to me on the subject,) is, that the District Councils cannot impose taxes, or assessments, for any one year exceeding two pence in the pound,—an assessment by no means sufficient for the erection of Schoolhouses.*

I have already submitted to the consideration of the Governor-General-in-Council a Draft of Bill, with a view of remedying this and some other defects in the Common School Act of 1846, and for the "Better Establishment and Maintenance of Common Schools in Cities and Incorporated Towns in Upper Canada;"† and I hope that a provision in the said Draft of Bill may be sanctioned to legalize School assessments which have already been made by District Councils,—so that no time may be lost in regard to the erection of School Houses, any more than in regard to other operations of the same Statute.

The original Draft of the present School Act (of 1846,) was prepared with the express view of giving to District Councils unlimited power to raise funds for all Common School purposes; but, during the passage of the Bill through the Legislature (where, or by whom, I know not, for I did not even observe the change until last autumn,) the phrase "and within the limit of this powers of imposing taxes," in the 8th Section, and a corresponding phrase in the 10th Section were inserted. Thus have the defects been occasioned, of which you speak, and for which I have been blamed in some of the public journals, though I had recommended a directly opposite provision. But I hope these restrictions, on the power of the Councils, will soon be removed, and that, with little inconvenience, or delay, to any parties concerned.

IV. DISCRETIONARY POWERS OF DISTRICT COUNCILS IN ASSESSING FOR SCHOOL HOUSES.

I think the District Council has authority to exercise its own discretion as to the conditions on which it will levy assessments for the erection of School Houses, and the condition, or conditions, on which it will act upon Petitions from School Sections, for that purpose. I think the School Law (of 1846,) has left the mode of acting in such matters entirely in the judgment and wisdom of each District Municipal Council.

As to the general theory of the School Law on such questions, I would observe, that the present School Act of 1846 is constructed upon the principle of local self-government, as far as the fullest exercise of that principle is consistent with the principle of Provincial Responsible Government. For the right application of the Legislative School appropriations, the Executive Government is responsible to the people, through their Representatives. The Executive Government, therefore, through some Officer of its own, must have authority to see that the intentions of the Legislature, in respect to such appropriations, or the conditions imposed by it, in making them, are fulfilled on the part of all recipients of any part of such appropriations. Further than this, the Executive Government is not responsible for our Schools; further than this, I think it ought not to interfere, in respect to them; and further than this, the School Law of 1846 does not authorize its interference.

As the means for the erection of School Houses are altogether provided by local assessment, or subscription, and are left to local discretion, I think the whole matter should be so left both as to the style and number of School Houses; and that Governmental interference should go no further than offering suggestions and furnishing information, with a view of facilitating local exertion. (See page 168 of this Volume.)

When a School House is built by assessment of the District Municipal Council, then the District Council should have power to determine the Site, as well as the character of the School House. When a School House is built by voluntary subscriptions, then it is with the subscribers, or a Building Committee, or Trustees, on their behalf, to decide upon the Site and the style of the House.

The two modes of building School Houses authorized by the School Law naturally suggest the two modes of selecting their Sites and determining the character of the School Houses. But, of course, a District Council would, no doubt, be guided in its decisions by local representations, and, in the case of opposite representations from the same School Section, it would decide between them.

Then, as to the mode in which a District Municipal Council might properly decide whether the inhabitants of a School Section desire an assessment, or prefer voluntary subscription, for the erection of a School House,—while the law leaves to the Council unlimited discretion in the matter, analogy and expediency appear to me to suggest the propriety of giving great consideration to the representations of the local School Trustees.

*A copy of this Opinion will be found on pages 290, 291 of the Sixth Volume of this Documentary History.

†A copy of this Act will be found on pages 26-28 of this Volume. See also Chapter xviii.

I hold that the Council, on the subject of its duties, to be the legitimate Representative of the Municipal District,—by the inhabitants of which its Members have been elected. Upon the same principle, ought not the local School Trustees to be regarded as the Representative of the School Section,—by the inhabitants of which they have been chosen? A District Council would probably feel itself embarrassed, and greatly cramped, in the exercise of its functions if no By-Law, imposing an assessment for School, or other, purposes should be allowed to be acted upon, unless it had been petitioned for by the inhabitants concerned. And, if a By-law of a District Council, for such purposes, should be regarded as the representative act of the inhabitants of a Municipal District,—having been adopted by their legally constituted and elected Representatives,—ought not the Petition of the School Trustees to be regarded and acted upon as the Representative act of the inhabitants, by whom such Trustees have been chosen for the management of local School affairs?

If the Members of the District Council, for the time being, are the Representatives of the District at large, are not the Trustees for the time being the Representatives of each School Section in particular? The School Law so constitutes them absolutely, in respect to the employment of a Teacher, and the imposition of a Rate Bill upon parents. It is clearly with the Trustees to decide, whether they will provide for a Teacher's salary by Rate-Bill upon parents, or by voluntary subscription; and, it appears to me, to be equally with the Trustees to decide, whether they will build a School House by voluntary subscription, or by applying to the District Council to impose an assessment. If the Council should be apprised of any special reasons against granting the prayer of a Petition from School Trustees, in any particular case, it would, of course, decline acting upon it. If the Council should adopt a general rule against acting upon the Petitions of School Trustees for such an object, in any case whatever, it could, of course, do so: but, it is obvious, that such a rule would practically denude such Trustees of their representative character in an important branch of their onerous office. It is analogous to the Legislature's adopting a Resolution not to act upon any Petition of a District Council.

V. OFFICIAL RESPONSIBILITY OF THE LOCAL SCHOOL TRUSTEES.

According to the provisions of the School Act, of 1846, and, from the nature of a popular School System, the local Trustees are the chief burden-bearers of it. They must procure a place for the School and must engage a Teacher for it—must provide for his salary,—must oversee the affairs of the School generally, and are personally responsible for the engagements which they make, unless they employ all their legal powers to meet such engagements. They are equally liable with their neighbors for all Rate-Bills and School assessments imposed upon their School Section; yet they are entitled to no pecuniary remuneration whatever for all their time and labour thus employed, by virtue of their office. I think, therefore, that every reasonable effort should be made to lessen, rather than increase, the burden and labours of School Trustees. Should the District Municipal Council practically deny to them their representative character, by refusing to act upon their Petition, in reference to the Section, with whose School affairs they have been entrusted; and should they be compelled, in addition to all their other duties and obligations, to go without a School House, or circulate a Petition, for what they have no more personal interest in than their neighbours, and, in which, they would always have to encounter more, or less opposition on various grounds, the office of School Trustees would be rendered still more onerous and embarrassing. But if, when once elected Trustees, they be regarded and acknowledged, in all local School matters, as the Representatives of their School Sections respectively,—leaving the onus of establishing the reverse, in any particular instance, to those who may oppose them;—then will the burden of School Trustees' duties be greatly lessened, the principle of representation will be recognized in respect to them, as well as in respect to District Councillors:—many injurious disputes and delays will be prevented, and the interests of the Schools will, I think, be proportionately advanced.

In compliance with your request, I have thus expressed my opinion fully on the subject of your enquiries; and, as it is the first time that my attention has been called to this part of our School System, I have thought it proper to explain, at some length, the principles which, I think, should form the basis of it.*

* The Letter containing this Opinion of the Chief Superintendent of Education was addressed to Mr. T. S. Shenston, one of the Councillors of the Brock District. It having been subjected to hostile criticism, in the *Toronto Examiner* Newspaper, a Brock District Correspondent of that paper, who objected to the constant recurrence of personal criticism on Doctor Ryerson's official acts, wrote thus to *The Examiner* in regard to it: He said: "The object for which I write, is to say, that in the controversy that has been carried on with regard to the merits of the new School Act, I have observed with regret a tendency, on the part of those who disapprove of the general conduct of Doctor Ryerson, to unqualifiedly condemn every act of his conduct as a Public Officer; and all the provisions of the School Law, of which he is the supposed Author. I say, I have observed with regret that such a course has been pursued by the organs of that great political party, whose principles I so much admire, . . . but, at the same time, we ought to condemn that only which is positively bad; and

VI. SCHOOL RATE BILL, OR THE ALTERNATIVE OF A SUBSCRIPTION LIST.

School Rate-Bills were designed to be a protection, both to Trustees and Teachers and were recommended by experienced District and Township School Superintendents and many other persons in different parts of the Province.

But in order to obviate every objection on the ground of a Rate Bill at all, and to secure the widest scope for voluntary effort, wherever it might be preferred, provision is made in the Act for raising the salaries of Teachers, as well as building of School-Houses, etcetera, by voluntary subscription. If, therefore, the Trustees of any School Section choose to adopt any voluntary mode of raising the Teacher's salary, the Law leaves them at liberty to do so. . . . Under the second clause of the 27th Section of the Act, Trustees can collect a subscription by distress and sale of goods and chattles. But, if the payment for pupils by the day, instead of by the quarter, be a matter of agreement, then it assumes the legal character of a subscription. . . . If the Trustees were authorized to impose a Rate-Bill upon all the inhabitants of their School Sections respectively, according to property, these dissensions would soon cease, the attendance of children, and the efficiency of the Schools would be increased two fold, while the burden upon most of the actual supporters of the Common Schools would be lessened. If the District Council thinks proper to exercise this power for this object, the same end would be accomplished in another way; but perhaps further preparation of the public mind may be necessary for such a step on the part of the Council than on the part of Trustees in each locality, were they invested with the proper power to do so.

I think your advice to the Trustees to apply to the Council to impose an assessment for the repairs and other incidental expenses of school-houses is judicious. I would recommend them to do so in every case—including the means of purchasing books and apparatus—until the Trustees shall have been invested with authority to impose a rate bill upon the same principle as that on which the Council can levy an assessment.

1. The foregoing remark virtually includes an answer to your first question; to which I will only add, that the Trustees have no authority to impose a Rate-Bill for anything on the inhabitants of their School Section except upon those who send their children to the School.

2. You have a right primarily to decide all cases of dispute which may be referred to you. The terms on which pupils over 16 years of age attend School must be a matter of regulation by the School Trustees; or a matter of agreement between the Trustees and Teachers.

3. School Trustees are not bound to retain any Teacher longer than their agreement with him specifies. Both parties are, of course, bound during the continuance of such agreement. Any question of dispute between Trustees and a Teacher, under such agreement, would be a proper subject for you to decide upon, in case of your being appealed to on the subject; but you cannot compel School Trustees to retain a qualified, any more than an unqualified, Teacher longer than is specified in their agreement with him. The right of employing and dismissing Teachers rests with the Trustees, as representing the people; the right of giving and taking away Certificates of Qualification is with the District School Superintendent; as also is that of deciding upon questions of difference referred to him, subject of appeal to this Department.

4. I think you are at liberty to exercise your discretion in inserting the word "union," in describing those School Sections which are composed of parts of other Sections.

give every one credit for anything that is good, *fiat justitia*, ought to be our motto in all cases. I have been led to make these remarks, in consequence of the strictures in the *Examiner* of last week, on a Letter from Doctor Ryerson to Mr. Shenston, one of the Councillors of the Brock District. You have unjustly accused Doctor Ryerson of wishing to *dictate* to the Council, and at the same time, you blame him for certain alleged imperfections in the School Act of 1846, whereas, he in nowise, attempted to interfere, with the proceedings of the Council, his Letter was merely a reply to certain questions put to him by Mr. Shenston, concerning some of the provisions of the School Law; and the answers that he gave, were, in my opinion, a plain common sense view of the matter, stated in intelligible language. He has only done what he ought to have done, you surely do not think that he ought to have said, that he did not understand the law; that he could not give any opinion concerning the matter enquired about. He gave what appears to be a correct explanation of the Law, as it is on the Statute Book, and if that Law is in any of its requirements defective; why throw the blame of those deficiencies upon Doctor Ryerson, it was not he, that enacted it. It may be that the Bill was drawn up by him, that I know not; but admitting it was so, it had to pass through the several branches of the Legislature, before it became law, and you surely do not mean to say, that they were merely automatons, set in motion by the Superintendent of Education; and that Baldwin and Price, Draper and Sherwood, were mere puppets in the hands of Egerton Ryerson."

I only insert this note to show, (as part of the educational history of the times,) the nature of the criticism to which, during many of the years of his administration, Doctor Ryerson was subjected. Now and then a generous opponent would "enter the lists" in his favour, as did this Brock District Correspondent of *The Examiner*. Mr. James Leslie of *The Examiner*, (whom I knew well,) was, on the whole fair minded enough, when personal feeling did not dictate an attack on a policy, of which he disapproved, or an action, to which he objected.

5. I am advised by one of the Law Officers of the Crown, that a Seal must be used by any Corporation to legalize any of its acts. Any Seal that a set of Trustees choose to adopt or employ, will answer the purpose. For agreements, signed by Trustees, without a Seal, the signers are individually responsible, and not as a corporation.

6. I would observe, generally, that the present School Law is constituted upon the principle of leaving everything to be done by the people, in their respective localities, that can be done by them and in a voluntary way, if they prefer it, and that the Government, through the Chief Superintendent of Schools, interfere no further than to see that the conditions, on which the Legislature has granted assistance to Schools are complied with, and also, that the general spirit and objects of the Law are not violated by any individual, or local, party. Whatever I do, or recommend, beyond this, I do so as a friendly counsellor, or adviser, anxious to promote the intellectual and moral elevation, the general happiness and welfare of my native country.

VII. CERTIFICATES OF QUALIFICATION TO ALIEN TEACHER FORBIDDEN.

1. The School Act provides that Certificates of Qualifications should not be given to alien Teachers after the 1st of January, 1846; but it does not annul Certificates of Qualifications, which had been given to Aliens before that period.

The authority of Township Superintendent's Certificates of Qualification, of course, cease with the office; but a District Superintendent's General Certificate continues until it is cancelled.

VIII. SCHOOL TRUSTEES' RATE BILLS CAN ONLY BE IMPOSED UPON PARENTS—REMEDY.

2. In respect to your second enquiry, I would remark, that the School Trustees can only impose a Rate Bill upon parents, who send children to their School; and that according to the number of children they send, and not according to property. The Draft of School Bill, as originally introduced into the Legislature, proposed to authorize Trustees to impose a Rate Bill upon all the inhabitants of their School Section, according to property; but the clause containing that provision was opposed and lost in the House of Assembly. I would, therefore, advise, in order to provide for the repairs, etcetera, of School Houses, that Trustees, instead of imposing a Rate Bill, should apply to the District Municipal Council to levy an assessment on the ratepayers of the section for that purpose.

The Trustees' Rate Bill would fall upon those only who send children to School; but the District Council's assessment would fall upon all the inhabitants of the School section concerned, according to the value of their assessed property.

IX. HOSTILE CHARACTER OF AMERICAN SCHOOL BOOKS.

In respect to American School Books, I need not add anything to which I have said in my printed Circular of the 15th December last.*

The Legislature is responsible for the exclusion of Foreign Text Books from our Schools not the Provincial Board of Education. That Board has shown its readiness to authorise unobjectionable, and useful, Foreign School Books, as well as to recommend the best class of other Text Books.

But there is one feature, in which American School Books generally, (almost without exception,) differ from the School Books of all other Nations, so far as my knowledge extends; and this peculiar feature contributes a peculiar objection to their use in the Schools of any other Country than the United States,—and especially in Canada, or any other part of the British Empire. That peculiar feature is, their hostility to the Institutions and even Governments of other Countries,—especially to those of Great Britain. You may take up any Geography, Reader, History or other School Book of France, Germany, England, Ireland, or Scotland, and you will not find one word of national politics; not a word reflecting on other neighbouring Nations and their Institutions. Hence the Irish School Books are as unobjectionable in the United States or any other Foreign Country as they are in Ireland, or Canada; and they have been highly recommended by some experienced American Educationists, and have been translated into several languages and introduced into several Countries of the Continent of Europe; and Chambers' Scotch School Books have been reprinted in Philadelphia, and are introduced, under the highest auspices, into American Schools. But you can scarcely take up an American School Book, from a primer up to a History, which does not contain passages exalting American Institutions, at the expense of the Institutions of other Countries, and even philippics against the Institutions and Government of Great Britain. When American School Books, (and very good many of them are, in their general plan,) are prepared in the same liberal spirit with the School Books of other Countries, then may their use in other Countries be consistently advo-

*This Circular is printed on pages 265-269 of the Sixth Volume of this Documentary History. See, however, Chapter xiii, on pages 273-289 of that Volume, and also pages 110, 111 and 164 of this Volume.

cated ; but, as long as they are prepared in so selfish and illiberal a spirit, and in a spirit of peculiar hostility to the Government and Institutions of Great Britain, the advocacy of their use in our Schools appears to be both anti-British and unpatriotic.

Surely, as Christians, we would not advocate, or countenance, the use of a School Book, which contains even occasional remarks, or hints, against the Holy Scriptures, or the Christian Religion ; and how can we, as citizens of a British Country,—unless false to its Government and Institutions,—advocate, or countenance, the use of School Books which contain, not only remarks and hints, but often downright imputations against our Civil Polity, Institutions and Government ? *

Nevertheless the discontinuance of such Text Books in our Schools,—as well as of other unsuitable Books,—must be the work of time, and not of any sudden measure. I am not prepared to recommend the withdrawal of Legislative aid from any School during the current year, in which Foreign Text Books are used, that were purchased before the present School Law came into operation.

XI.—ANOMALOUS STATE OF AFFAIRS IN REGARD TO TEACHERS CERTIFICATES, 1847.

During the year of transition from 1846 to 1847 it was found that when Teachers applied to the District School Superintendents for their salary, on the order of their Trustees, many of them had no legal Certificate of Qualification. In advising a District Superintendent on this subject the Chief Superintendent said :—

* While preparing this Chapter for the Printer, I noticed in the *Orillia Packet* of the 1st of March, 1900, (kindly sent to me by the Editor,) the following statement, in a Letter in that paper from Nebraska, United States, signed by Miss Robinson, a School Teacher there. She heads her Letter with the words : “Why some Americans hate England?” and says :—“Although a Teacher in an American School, where I have to be impartial, I have . . . distributed what few scraps I could glean of a pro-British nature among the young men and women of my School. They are at an age when their minds are plastic, ready to receive impressions, and hence it is that into the most of them is inculcated a dislike and a distrust for England, simply because their Histories teach them that England is a monster, a sort of sea octopus, ready to devour all weaker kingdoms and principalities. They are not taught by their Teachers, (as I have endeavoured to do,) that the England of Revolutionary oppression is not the England of to-day, with a free, self-governing people. I have had a herculean task on my hands endeavouring to show them that their patriots were not fighting against England and her people and soldiers, but against an old German king and his hired Hessian troops. Only the other day I heard a prominent citizen remark that Englishmen did not make good soldiers. I asked him to prove his statement. “Surely,” I said, “not from the Spanish war would you prove that the American soldier is the greatest soldier the world has, for you know a Spaniard cannot hit an elephant three yards off.” “Why,” he said, “look at them in the Revolutionary war.” “You were not fighting,” I said, “against Wellington’s veterans, or the heroes of the Light Brigade, but against German hirelings.” It is a popular delusion that, as soldiers, the English are a failure. I lay this all at the door of their Histories. It is with the young people, the advance guard of the coming generation, that the greatest possibilities lie. Wrapped up in each young life are suggestions of vital force, springs of energy which need only to be rightly directed to make the individual a potent social factor in the world. So just as soon as the American Histories become unbiased and truthful, just so soon will the American people become educated to dislike England less and respect her more. Why, the History I teach out of claims some of our victories ! Queenston Heights and Lundy’s Lane, that we have immortalized in our national songs, are theirs, because their History says so ! There is no doubt that jealousy and envy underlie the hostility of the nations toward old England. Her naval strength, her influence on world politics, her universal trade and commerce, her successful colonization have all combined to secure to England the envy and hatred of her rivals.

I once thought patriotism a bubble, and something meant only for great days, but, in a strange land, where the majority are Boer sympathisers I find it means something more than that to me. It comforts me not a little to wear my British flag on the “Glorious 4th,” and to hang it in my home. These are however, just outward evidences that attest my loyalty first to Canada, and secondly to England. The local papers love to chronicle that [Canadians here] carry gloomy countenances these days, in consequence of British disasters in the Transvaal ; but I simply quote with satisfactory the words that : “This England never did, and never shall, lie at the proud foot of a conqueror.”

AMY D. ROBINSON.

Nebraska, February 17th, 1900.

NOTE. Although it is fifty-three years ago since Doctor Ryerson wrote the foregoing Circular, yet there seems to be little, or no, change in the character and spirit of the American School Histories since that time. Fancy teaching American children to believe that the battle of Queenston Heights and Lundy’s Lane were won by the Americans ! See notes on pages 110, 111 and 164 of this Volume.

This is one of a large class of cases, which have been brought under my notice by Superintendents of Common Schools in several Districts. They state it, as a common practise of Township Superintendents, under the late Act (of 1843), to examine and give a Certificate of Qualification to a Teacher, when he presented the Trustees order for the money apportioned to their School Section ; and, in one District, especially, it is stated, that one-half of the School Sections will be deprived of the School Fund this year, if the District Superintendent is not allowed to examine the Teachers on their presenting the orders of their Trustees. I have, therefore, felt it necessary, under such circumstances, and in compliance with the recommendation of the District Superintendents concerned, to recommend them not to be too rigorous in enforcing an entire change in this respect from the old and bad system, but to examine any such School Master ; and, if his examination should prove satisfactory, to give him a Certificate of Qualification, and honour the order of the Trustees on his behalf, but, with the distinct intimation, in each case, that, after the current year, no further indulgence will be extended in this respect,—that no Teacher will be permitted to receive any part of the School Fund who has not a Certificate of Qualification at the time of his engagement with the Trustees, who may give him an order on the District Superintendent.

The object of the Law, in preventing the application of the School Fund, in aid of unworthy persons, will then be accomplished, while some allowance will be made for past circumstances in bringing about change to a better system.

XI.—DISTRICT MODEL SCHOOLS SHOULD BE TAUGHT BY TRAINED TEACHERS.

In his Letter on this subject the Chief Superintendent said :—

I fully concur in your views in regard to the necessity for good District Model Schools ; and the present School Act of 1846 fully provides for carrying them into effect,—provided the District Municipal Councils and their constituents are disposed to do so. The provisions of the late and present Statutes, (1843 and 1846,) in respect to Model Schools, are identical,—with this exception, that the Law of 1846 does not authorize a District Council to erect any ordinary Common School into a Model School. But the Trustees of any School Section, in which such Model School may be situated can unite with the Trustees of the Model School in employing the same Teacher, as well as in occupying the same School House.—thus adding the amount of local Rate Bill, or subscription, to the sums to be provided for the support of the Model School by the District Council and the Legislature.

In almost every instance, where a Model School has been established, or is continued under the present Act, the Section School has thus become merged into it. In some instances the inhabitants of the School Section concerned have elected as their own Trustees the same persons who had been appointed Trustees of the Model School. But this blending of a Common School with a Model School is under the present Act of 1846 mutually voluntary with both the District Municipal Council and the inhabitants immediately concerned ; whereas, under the former Act of 1843 it was made arbitrary on the part of the District Council alone to do so.

You seem to overlook a prominent feature of the object and character of Model Schools. They are designed to give gratuitous instruction to young men, who wish to improve their qualifications as School Teachers, as well as to teach the common branches of Education in the best manner.

The Model Schools are not, therefore, founded upon the assumption, that there is already a supply of qualified Teachers ; they are intended to aid in providing such a supply,—at the same time, that they present a pattern of the best kind of Common Schools, and are designed to impart elementary instruction in a manner the most approved to the youth attending them.

XII.—THE NORMAL SCHOOL ABLE TO SUPPLY TEACHERS OF MODEL SCHOOLS.

In combatting the idea, that the Provincial Normal School would not be able to provide a sufficient supply of superior Teachers for the County Model Schools, in addition to those of ordinary rank for the Common Schools, the Chief Superintendent said :—

As to the Normal School not being able to afford instruction to a sufficient number young men to meet the wants of District Model Schools in the whole Province, it may be true in the abstract. But I apprehend the Normal School will be able to teach all the young men in Upper Canada who are disposed to seek a superior training for the office of School Master. The New York Normal School at Albany gives instruction to all who have as yet applied for such training in the State of New York. It reports upwards of three hundred pupils ; and as large a number

as that can be taught in the present buildings of our own contemplated Provincial Normal School, should they apply.

The primary object of the Provincial Normal School is to train Teachers for District Model Schools; for this class of Schools cannot be of much use without well-qualified Masters; and I know of no way of procuring such Masters without creating them, by means of the Provincial Normal School. A young man of sufficient education and talents to teach a Model School might be trained in the Normal School during perhaps one Session, so as to understand and practice the best methods of teaching the various subjects embraced in the course of Studies in a District Model School.

XIII.—THE DESIRABILITY OF ESTABLISHING PUBLIC SCHOOL LIBRARIES.

In reply to a Letter from a District School Superintendent requiring some information as to the proposed establishment of Public School Libraries, the Chief Superintendent replied as follows:—

Although I submitted to the attention of the Government, about a year ago, the importance of making provision, by which encouragement and pecuniary assistance could be given in the establishment of circulating Libraries, and although the present School Act of 1846, was framed with a view to such provision, no Fund has yet been set apart, and no Legislative grant has yet been made for that object.

In the general instructions, to which you refer, the attention of leading persons connected with the several School Sections was invited to the subject of Libraries, with the hope of prompting to those local and patriotic efforts in this direction, which I am happy to learn are making in the School Sections with which you are connected. But I have not thought it proper for me to interfere any further in the matter of Libraries, until the Government could aid them. Should the Government assist in such efforts, then it would be proper for it to prescribe the conditions, or Regulations, under which such assistance would be given. Otherwise, I think it appertains to each locality to adopt its own Regulations and modes of proceeding, and to make its own selection of Library Books. This is the reason why the subject has not been brought before the Provincial Board of Education, and why no General Regulations have been proposed, or a list of Books recommended for Circulating Libraries.

It would, therefore, be premature for me to offer advice as to any Books which you may think proper to purchase. And as no list of Books for a circulating Library has been selected, and no one Book-Seller has on sale such Libraries, and no system has yet been adopted with a view of procuring them at low prices, I can only refer you to the ordinary channels of information, as to both Books and their prices.

But I am about bringing the subject formally under the consideration of His Excellency-in-Council, and shall use my best endeavours to get a sum of Money set apart, during the approaching Session of the Provincial Legislature, in order to aid in the establishment of Circulating Libraries in the several Municipal Districts and Townships and School Sections, as far as possible, throughout Upper Canada. In the event of the Legislature entertaining such a proposition, I shall be prepared to submit a list of Books suitable for such Libraries, and the means and facilities, by which they can be procured most readily, and upon the most advantageous terms.*

XIV.—RIGHT OF COLOURED CHILDREN TO ATTEND THE COMMON SCHOOLS.

In replying to a Letter received from London through its Representative, the Honourable W. H. Draper, and one from Sandwich, complaining of the exclusion of Coloured children from the Common Schools of those Towns. The Chief Superintendent replied to the parties concerned in the following terms:

In regard to the injuries which have been inflicted upon the Children of Coloured people by excluding them from the Common Schools in your Town and thereof several other Towns in Upper Canada, Letters have been transmitted to me, in order that I might devise some Measure for the consideration of the Government with a view of securing to our coloured fellow-subjects those practical advantages of the Elementary Schools, to the privileges of which, in common with all other classes of the Canadian population they are entitled to enjoy. †

* By the 41st Section of the Common School Act of 1850, Three Thousand dollars (\$3,000,) a year were set apart for the establishment and maintenance of Common School Libraries in Upper Canada.

† This subject is referred to on page 294-296 of the Sixth Volume of this Documentary History. See also page 124 of this Volume.

During the last year and more, I have done all in my power to remedy the evil, of which you so justly complain, . . . but prejudice,—especially, the prejudice of caste,—however unchristian and absurd, is stronger than law itself ; and a few days before receiving a Note from Mr. Draper, enclosing your Letter, I had transmitted to Montreal, for the consideration of the Governor-in-Council, the Draft of a School Bill, with explanatory remarks, for the “ Better Establishment and Maintenance of Common Schools in Cities and Incorporated Town in Upper Canada,”—a Draft of Bill, which, without recognizing upon the Statute Book, any distinction of race, or complexion, provides a remedy for the un-British and un-Christian wrongs now perpetrated in some places, on our coloured fellow-subjects.*

CHAPTER XXI.

EDUCATIONAL PROCEEDINGS OF THE LEGISLATURE OF THE PROVINCE OF CANADA, IN 1848.

The First Session of the Third Provincial Parliament of Canada was opened on the 25th day of February, 1848, by a Speech from the Throne by the Earl of Elgin and Kincardine, Governor General. In his Speech, the Governor General stated that “ the Constitution of the University of King’s College ” would engage the attention of the Legislature. This being a newly elected Parliament, the Honourable Augustin Nobert Morin was elected Speaker, in place of the Honourable Sir Allan Napier Macnab.

1. EDUCATIONAL PROCEEDINGS OF THE HOUSE OF ASSEMBLY, 1848.

March 2d, 1848. Pursuant to the Order of the Day, the following Petition was read : Of the Municipal Council of the District of Wellington, praying for certain amendments to the Common School Act of 1846.

March 6th, 1848. The following Petition was read : Of the Municipal Council of the District of Brock, praying that the endowment of the University of King’s College, Toronto, may not be divided, and that Theological Institutions may, in no case, be provided at the public expense.

March 9th, 1848. Pursuant to the Order of the Day, the following Petitions were read :—(1) Of the Municipal Council of the Western District, praying for certain amendments to the Common School Act of 1846 ; and also (2) Of the Municipal Council of the District of London, praying for amendments to the Common School Act of 1846 ; and another Petition (3) Of the Municipal Council of the District of London, praying that no division be made of the endowment of the University of King’s College, but that it may be so managed as that all classes may share alike in its advantages : (4) Of the Municipal Council of the District of Gore, praying that the Common School Acts repealed by the Act of 1841 : 4th and 5th Victoria, Chapter XVIII.,† may be restored, with certain alterations.

March 13th 1848. Pursuant to the Order of the Day the following Petitions were read :

(1) Of the Reverend Archibald John Macdonell and others, of the Roman Catholic Church of Alexandria ;

(2) Of the Reverend George A. Hay and others, of the Roman Catholic Church of Saint Andrew ;

(3) Of the Reverend J. F. Cannon and others, of the Roman Catholic Church of Cornwall ;

(4) Of the Reverend Duncan Macdonnell and others, of the Roman Catholic Church of Saint Raphaël, County of Glengarry ;

*See Letter to the Provincial Secretary of the 27th of March, 1847, on page 188 of this Volume.

†A copy of this Act will be found on pages 48–55 of the Fourth Volume of this Documentary History. The characteristics of this Act are mentioned on pages 222–225 of the same Volume. See also a copy of the Petition of the Gore District Municipal Council on pages 114–116 of this Volume.

(5) Of the Reverend Alexander Macdonell and others, of the Roman Catholic Church of L'Original ;

(6) Of the Reverend Michael Lalor and others, of the Roman Catholic Church of Picton ;

(7) Of the Reverend Charles Bourke and others, of the Roman Catholic Church of Tyendinaga ;

(8) Of the Reverend John Foley and others, of the Roman Catholic Church of District of Johnstone ;

(9) Of the Right Reverend Patrick Phelan, Bishop of Carthage and others, of the Roman Catholic Church of the City of Kingston and its vicinity ;*

(10) Of the Reverend Michael Macdonnell and others, of the Township of Camden ;

(11) Of the Reverend Hugh Fitzpatrick and others, of the Townships of Ops and Emily ;

(12) Of Mr. Edward King and others, of the Roman Catholic Church of Kemptville and Merrickville ;

(13) Of Mr. Archibald John MacDonell and others, Roman Catholic Inhabitants of Cobourg ; each—

Praying that the College of Regiopolis, at Kingston, may be established upon a permanent and respectable basis, by a provision for its support, either from the property of the University of Toronto, or out of the proceeds of the Jesuit Estates, or from some other source.

The following Petition was also read : Of the Reverend John Butler and others, Roman Catholic Inhabitants of Peterborough, praying that should any alteration be made as the Charter of the University of King's College, provision may be made for the endowment of the College of Regiopolis, at Kingston,—or otherwise that such provision be made out of the proceeds of the Jesuit Estates.

March 15th, 1848. Pursuant to the Order of the Day, the following Petition was read : Of the Municipal Council of the District of Newcastle, praying for certain alterations in the Common School Act of 1846. †

March 17th, 1848. Pursuant to the Orders of the Day, the following Petition was read : (1) Of Mr. Charles R. Ellis, of the Township of Toronto, praying for certain amendments in the Common School Law of 1846 ; (2) Of Mr. John Hopkins and others, Teachers of Common Schools in the City of Kingston, praying for amendments to the Common School Law of 1846.

2. EDUCATIONAL PROCEEDINGS OF THE LEGISLATIVE COUNCIL 1848.

As stated on page 000 the First Session of the Third Provincial Parliament of Canada was opened by the Governor General on the 25th day of February, 1848. The Session was a short and uneventful one.

February 28th, 1848. The Honourable William Morris presented a Bill (*pro forma*) intituled : "An Act relating to the Common Schools within this Province."

March 1st, 1848. The Council, in considering the Governor-General's Speech resolved to assure His Excellency that, should the Constitution of King's College . . . be a subject of Legislative investigation, it would not fail to bestow upon it their most anxious attention.

March 7th, 1848. The Honourable John Hamilton presented a Petition from the Western District Council, praying for the amendment of the Common School Act of 1846.‡

The Honourable Peter McGill, Speaker of the Council presented the following Return from the Friends' Seminary in the Township of Hallowell, District of Prince Edward :—To the Legislative Council of the Province of Canada.

The following is the amount of Property holden by the Trustees of Friends' Seminary, in the Township of Hallowell, District of Prince Edward, by virtue of the Act of Incorporation :§—

*A copy of this Petition will be found on pages 64 and 65 of this Volume.

†See pages 118-120 of this Volume.

‡This Petition will be found on pages 123, 124 of this Volume.

§This Act of Incorporation is printed on pages 30, 31 of this Volume. See also page 133 of the Third Volume of this Documentary History.

Land and Buildings, valued at	£1,250,	0s.	0d.
Live Stock	78,	15	0
Hay and Grain	65,	0	0
Farming utensils	24,	5	0
Provision on hand	39,	15	6
Books and Stationery	11,	10	7
Household Furniture, etcetera	126,	19	6
Total property	£1,596,	5s.	7d.
To this, add the Debts due to the School	224,	9	5
And it gives an amount of	£1,820,	15s.	0d.
From this deduct the debts due by the School	350,	17	8
Total net amount of School Property	£1,469,	17s.	4d.

The Institution is managed by a Superintendent, employed by the Trustees. The Produce of the Farm is applied to the support of the Family of the Superintendent. No other Income, or Revenue arises from said Property. Signed, on behalf of the Trustees, by

THOMAS WARING.

March 10th, 1848. The Honourable Adam Ferrie presented a Petition from the Wellington District Municipal Council, praying that the Common School Act of 1846 may be amended in several particulars.

March 15th, 1848. The Honourable Adam Ferrie presented a Petition from the Gore District Municipal Council, praying for the amendment of the School Act of 1846.*

March 16th, 1848. The Honourable John Macaulay presented a Petition from Mr. John Hopkins and others, School Teachers of the City of Kingston, praying that certain arrears of salary due to them may be paid.

Mr. Honourable Robert Baldwin Sullivan presented a Petition from the Newcastle District Municipal Council, praying for the amendment of the Common School Act of 1846; and also a Petition from Rebecca Sylvester, formerly a Teacher of the Upper Canada Central School at Toronto, praying for a pension.†

NOTE. This Session of the Parliament of Canada closed on the 23rd of March 1848. No Educational Bill was assented to, neither was there any reference made, in the "Speech from the Throne," to Educational matters.

CHAPTER XXII.

THE COMMON SCHOOL ACT OF 1846, AND THAT OF 1847 FOR CITIES AND TOWNS.

The second Common School Act, framed by the Chief Superintendent of Education for Upper Canada, was designed to consolidate and systematize a comprehensive Scheme of Education for Cities and Towns in Upper Canada. It was passed by the Legislature in 1847, and will be found in this Volume on pages 26-28.

This Measure, as explained by the Chief Superintendent, was designed to place the entire Common School affairs of each City and Town, (1) in the hands of the City, or Town, Corporation, so far as the raising of money for the support

* This Petition will be found on pages 114-116 of this Volume.

† In regard to the Niagara District, see pages 118-120 of this Volume; and, in regard to the Central School, see pages 56 and 251 of the Third Volume of this Documentary History.

of the Common Schools was concerned; and, (2), in the hands of a single Board of Education, for the entire City, or Town, Municipality, for the control and management of these Schools, instead of leaving such duties to be discharged by separate sets of Trustees of each local School division in the City and Town concerned.

Such a thoroughly practical scheme, as it was framed by the Chief Superintendent of Education, proved, by experience, to be most salutary in giving cohesion and coherence to the disjointed and desultory system of Schools which had hitherto prevailed in the Cities and Towns of Upper Canada.

CIRCULARS TO THE HEADS OF THE MUNICIPAL COUNCILS OF DISTRICTS, TOWNS AND CITIES, IN UPPER CANADA.

In January, 1848, the Chief Superintendent of Education addressed official Circulars to the Heads of the Municipal Councils of Districts, Cities and Towns of Upper Canada, on the provisions of the Common Schools Acts of 1846 and of 1847, applicable to these Municipalities respectively. These Circulars were as follows:—

I.—To the Wardens of District Municipal Councils, on the provisions of the Common School Act of 1846,—on the hardships of School Trustees and on the only true principle of providing universal education,—by supporting Schools by an assessment upon property.

II.—To the Mayors of Cities and Incorporated Towns, on the provisions of the School Law for Cities and Towns, passed in 1847.

I.—THE CIRCULAR TO WARDENS OF MUNICIPAL DISTRICTS IN UPPER CANADA.

I desire, through you, to call the attention of the Municipal Council, over which you have been chosen to preside, to several subjects of great practical importance in respect to Common Schools. The remarks which I beg leave to offer have been suggested to me during my recent official visit to the several Districts of Upper Canada

I.—THE ANNUAL EQUIVALENT SCHOOL ASSESSMENT BY THE DISTRICT COUNCILS.

The first relates to the assessment, by the Council, as an equivalent to the apportionment of the Legislative Grant in aid of Common Schools in your District. It appears to be generally desired, that the Municipal Council should now meet only twice a year, and that the apportionment of the Legislative Grant should be made each year at an earlier period than that required by law, and before the first semi-annual meeting of the Councils. I am quite of that opinion, but am not in circumstances to act upon it during the present year. It is quite as easy to apportion the Legislative Grant in January, as in April; but the reason why it has not been done earlier in each year, is the absence of the data necessary to make such an apportionment. As the Legislative Grant is apportioned to each District and Township, according to the number of children in each, between the ages of five and sixteen years, I am depending on the report of the District Superintendents for each year, in order to make an equitable apportionment of the Legislative Grant for the following year. Those reports are not forthcoming before March. But I hope, by means of the general census which the Legislature has authorized to be taken during the present year, and other provisions which may be made, that the annual apportionment of the Legislative School Grant will hereafter be made at the commencement of the year. In the meantime, as the power of the District Council, in respect to School Assessments is, by the provisions of the amended School Act of 1846, unlimited, it can, at its first Session, make an assessment for the current year, without regard to the precise amount apportioned from the Legislative Grant. The sum apportioned to each Municipal District this year will probably not be much more, or less, than that apportioned to it last year. Assuming that to be the case, the Council can proceed, at its first Session, to make the School Assessment for the year. The condition on which aid is granted by the Legislature to the several Counties, (analogous to our Districts), in the neighbouring State of New York, is the same as that on which Legislative aid

is granted to the several Districts in Upper Canada ; but there, the County authorities raise, by voluntary local assessment, a much larger sum than is granted by the State ; though the amount of Legislative aid per child, from five to sixteen years of age, is less there than in this Country. For example, the State appropriation for the support of Common Schools, in the State of New York for 1845, was \$220,000 ; the amount raised by the County Board of Supervisors, (analogous to our District Councils, in School Matters,) was \$415,051 ; and the amount paid on Trustees Rate-Bills during that year, for the same purpose, was \$460,764. This is in addition to \$55,000 appropriated by the State, in 1845, and \$40,881 raised by Boards of Supervisors for Counties, for the increase of Common School Libraries. Should each of our District Councils raise twice, or thrice, the amount it now does, by School Assessment, there would be no need of Trustees' Rate-Bills at all ; and there would be certain salaries for the support of good Teachers throughout all Upper Canada,—to the great assistance of many poor parents in educating their children,—to the great relief of School Trustees,—to the vast improvement in the Common Schools, and to the unspeakable benefit of the rising and future generations of Upper Canada. But to this true and only efficient principle of providing for the education of the entire population of our Country, I will invite your special attention in the sequel of this Communication.

2.—THE PROPER TIME FOR COLLECTING AND PAYING THE DISTRICT SCHOOL ASSESSMENT.

Another subject, which I beg to commend to the attention of the Council is, the time of collecting and paying over into the hands of the District School Superintendent the equivalent School Assessment for the year. According to law, it is, I believe, due before the middle of December ; but a great part of it is not received by the District Superintendent until one, two, or three months afterwards. This causes serious irregularity in the operations of the School System,—mixing up the affairs of one year with those of another,—rendering full and punctual annual School reports of the School Trustees and District Superintendents impossible,—causing great inconvenience to the District Superintendent, and much trouble and loss to School Teachers. It is submitted whether the Council will not adopt effectual measures to secure the payment of the equivalent annual School Assessment to the Government Grant before the end of the year ; and, if, in any case, Collectors are delinquent, whether it will not be advisable for the Council to direct its Treasurer to pay to the District Superintendent the amount of the School equivalent Assessment, without regard to its actual payment by Collectors ; and, if need be, require delinquent Collectors to pay interest on the amount of the School Assessment payable by them from the time it is due until it is paid. Certainly, Teachers ought not to be kept out of their salaries by official neglects of duty ; and we cannot have a good system of Schools without regularity in every department of it. The injustice to Common School Teachers and Trustees, and other evils, occasioned by the non-payment of the District School Assessment at the time prescribed by law, have been strongly presented at the Meetings in a large proportion of the Districts that I have recently visited. The remedy for the evil is entirely in the hands of the District Municipal Councils.

3.—THE FORMATION OF SCHOOL SECTIONS, AND THE CHOOSING OF SCHOOL HOUSE SITES.

The mode of forming and altering School Sections, and the determining of the locality of Section School Houses, has sometimes been attended with serious inconveniences, and have given rise to many disputes. In my Circular letter, 1st October, 1846,* addressed to Wardens of Districts, I pointed out the evils attending the division of Townships into small School Sections, and adduced some reasons and authorities in proof of the advantages of large, over small, School Sections. On this point I would refer to what I have stated in that Circular ; but inconveniences, (which deserve the attention of the District Council,) have, in several instances, attended the formation and alteration of School Sections. The alteration of a School Section in the middle of the year can scarcely fail to embarrass the School Trustees concerned. At the beginning of the year, the Trustees make their calculations and engagements, according to the then existing boundaries of their School Sections ; but if those boundaries be altered before the year's engagements and obligations are fulfilled, the affairs of such School Section are almost inevitably deranged, and the Trustees, perhaps, involved in painful embarrassments and perplexities. It is, therefore, submitted to the District Council whether it will not be best, as a general rule, for alterations in School Sections to be authorized only during the autumn Session of the Council, and to take effect only at the commencement of the year ; or, at least, not to take effect within six months after the act of the Council, authorizing such alteration. This will afford time to Trustees concerned to prepare for the boundary changes contemplated. It will also afford all parties concerned an opportunity of petitioning the Municipal Council against such alterations, should it happen that they had been sanctioned by the Council on imperfect, or partial, information. Then, as to the location of the School Site in a Section, and claims in

* Printed on pages 260-265 of the Sixth Volume of this Documentary History.

favour of two, or more, School Houses, which may have been erected, or occupied, in a Section, disputes have frequently arisen. In order to prevent such most injurious disputes, it appears to me important that, in forming a new School Section, or in altering the boundaries of an old Section, or in imposing an Assessment for the erection of a School House, should in all cases name the locality of the School House. I would respectfully recommend the Council to pursue the same course in all cases of pending disputes between Trustees and their neighbours, as to the locality of the site of the School House. It is true, that dissatisfied, or aggrieved, parties have a right to complain to the District, or Provincial, School Superintendent, and he has a right to decide on matters of complaint; but he would often hesitate to interfere in so delicate a matter,—even where he might possess the requisite local information,—which is not practicable in many cases,—unless he were sustained by the judgment of the Council, who alone has the power of organizing School Sections, and is the proper and most competent judge as to where the Schools should be kept in such Sections. Nor can I conceive a School Section to be fully organized, without the locality of the School House being designated.

4.—IMPORTANCE OF SECURING THE TITLES TO COMMON SCHOOL PROPERTY.

In connection with settling the boundaries of Section Schools, I desire again to draw the attention of the District Municipal Council to the importance of securing the Titles of School Houses and Premises. I have been surprised to learn, during my recent Provincial tour, and from official Correspondence, how large a number,—I might, perhaps, say, proportion of Common School Premises in the several Municipal Districts, are not secured to the public by any sufficient title. By the present School Act, (of 1846), all Common School property in each District is vested in the Municipal Council of such District, under the immediate management of local School Trustees; and I would suggest to the Council the propriety of taking immediate, and effectual, steps to secure the freehold of all the Common School property within its jurisdiction. Then, in case of changing the locality of a School House, the present premises could be sold, by order of the Council, to aid in the procuring of new premises, and the erection of a new School House.

5. TRUSTEES REPORTS, AND TEXT BOOKS FOR THE COMMON SCHOOLS.

During my late official tour of Upper Canada, I have had the pleasure of presenting to each District Municipal Council with several copies of my "Report on a System of Public Elementary Instruction for Upper Canada;"* also copies of my "Annual School Reports" for 1845, and 1846,† and of my "Special Report of the Measures which have been adopted for the Establishment of a Normal School, and for carrying into effect generally the Common School Act."‡ I have also had great pleasure in procuring from the National Board of Education in Dublin, and in presenting to each District Council, a complete set of their National School Books, Reports, Forms, etcetera. The Provincial Board of Education have recommended the use of these admirable Books,—as they may be required,—in all of our Common Schools. The measures which the Board have adopted to render these Books accessible to the People of Canada generally, and at the lowest price possible, are detailed in my Special Report,§ already referred to. I believe these proceedings of the Provincial Board of Education will commend themselves to the approbation and gratitude of every person who wishes, without any interference with private enterprise, the introduction and use of good and cheap School Books in all of our Schools. In connection with what has been done by the Provincial Board, I hope that the District Council will appoint a Committee to examine these Books, (the Readers especially), as to both their excellence and their cheapness, and co-operate in the recommendation of the use of them in the Schools. The prices at which these Books can be procured for the Schools are given [on page 244 of the Sixth Volume of this Documentary History]: the unobjectionable means which I have desired to see employed to procure their general use in the Schools, and some of the advantages attending it, are explained in my Special Report,† and the opinions and practice of other Countries in respect to uniform Text Books in the Schools are stated in my Report on a System of Public Elementary Instruction|| The advantages intellectual and financial, of such an improvement in our Schools can hardly be over estimated.

6. NECESSITY OF STRICTLY ACCOUNTING FOR THE EXPENDITURE OF SCHOOL MONEYS.

The strictly legal and judicious expenditure of the School Fund is demanded by the high and patriotic purposes for which it has been provided; and it is also essential to the moral

* These Reports are printed on pages 140-211; 247-250 of the Sixth Volume of this Documentary History.

† A copy of this Special Report is printed on pages 104-113 of this Volume.

‡ See Chapter XII of this Volume. § *Ibid.*, pages 106, 107. || See pages 203-205 of the Sixth Volume of this Documentary History.

influence and success of our Common School System, that those who have to do with the payment of the School Fund should be able to evince, from year to year, beyond suspicion, that they have faithfully performed this part of their duty. In my Annual School Report for 1845-6, under the head of Common School Funds,* I pointed out the impossibility of protecting School Funds from abuses, and of obtaining full and detailed accounts of its expenditure, according to the late Common School Act (of 1843.) Subsequent disclosures, arising from attempts to wind up the financial accounts of former years, have furnished proofs, that I was warranted in the remarks referred to. There is now but one Financial School Officer in each District; and, in order that he may fully and satisfactorily account for the School Moneys which come into his hands, I would respectively recommend that the District Council appoint, at its first Session of each year, an Auditing Committee, to audit the accounts of the District School Superintendent for the preceding year. The District Superintendent's account, approved of by such Committee, will be satisfactory to this Department. This method of accounting for the expenditure of the Legislature and District School Fund will, it appears to me, be much more satisfactory to all parties concerned than transmitting to the Chief Superintendent of Schools, or to the Inspector General, hundreds of School Teachers' receipts,—of the reality of which no opinion can be formed, except from the honourable character of the person sending them.

7. THE TRUE PRINCIPLE OF SUPPORTING COMMON SCHOOLS ACCORDING TO PROPERTY.

There is one more subject, and that of the most vital importance, to which I earnestly crave the most serious consideration of the District Council. It is the relief which it is in the power of the Council to afford to Trustees in the discharge of their onerous duties, and the blessings it has in its power to confer upon the entire youth of its District. The position of Trustees is painful, if not anomalous. It is true, they have much more power, and are placed in a much better position, under the present School Act of 1846, than they have been heretofore. But still, the power given to other elective corporations is not yet fully accorded to School Trustee corporations.

The constituents of a County are all involved in the responsibility of the acts of their Representatives; the inhabitants of a City, or a Town, are all liable for the Acts of their representative Corporations. Why should not all the inhabitants of a School Section be equally liable for the acts of their Trustee Corporation? Why should all the household inhabitants of a School Section have a voice in electing the Members of the School Trustee Corporation for such Section, and yet none of those electors be liable for the acts of their Representatives, except such as might think proper to send their children to the School? Is this just to the persons elected?—to impose upon them positive duties, and yet allow them only contingent resources to perform those duties? Is it equitable, between man and man, that three individuals should be elected by all the household inhabitants of a School Section, and be compelled, under a penalty to act without any remuneration for time and trouble,—censured if they do not provide a good School House, a good School Teacher, and a good School—but denied the united resources of their constituents to fulfil such engagements, and realize such expectations, and be left to individual option for means to accomplish the whole! Under such circumstances, it is not surprising that many of the most competent men, after repeated trials, perplexities and disappointments, would sooner pay heavy penalties than be School Trustees. In order that Trustees may perform their duties, and fulfil their engagements, with satisfaction to themselves, and benefit to the public, their resources ought not to be more limited, or less certain, than the suffrages by which they have been elected. The right to elect Managers of the School, ought not to be severed from the obligation to support their School. There should be like responsibility, where there is like power. If all the inhabitants of a School Section elect the Trustees, all the inhabitants should be liable for what such Trustees, in behalf of the inhabitants, agree to pay. Such is the conclusion deduced from the nature of the relation subsisting between School Trustees and their constituents, and such is the conclusion suggested by analogy. Impressed with its injustice, and the general importance of its application to our Schools, I have endeavored, for the last two years, to get Trustees invested with the authority which this conclusion involves. The principle has been sanctioned by the Legislature, as the basis of our Common School System in Cities and Towns; and Municipal Councils are now invested with authority, by the amended School Act of 1847, to apply the same principle to the Districts at large, or to any section of them.

8. THE GREAT HARDSHIP ENDURED BY SCHOOL TRUSTEES FROM THE RATE BILL SYSTEM.

To evince the defects of the past and present system of School Rate Bills, the great hardships to which they subject Trustees, and the importance and advantages of exercising the powers with which the Municipal Council is invested for the support of Common Schools, I think it may be useful to lay before the Council what has been submitted to, and sanctioned,

* Pages 249, 250 of the Sixth Volume of this Documentary History.

by the Government on this most important subject. When, in obedience to the command of the late Governor-General, Earl Cathcart, the original Draft of the present Common School Act of 1846 was submitted to His Excellency-in-Council, it was proposed, as the sixth division of the 27th Section, in defining the manner in which Trustees should impose a Rate Bill, that they should—

“Fix the Rate Bill per quarter, and cause it to be made upon all the inhabitants of each School Section, according to the valuation of property, as expressed in the Township Collector's Roll, who shall allow any one of the Trustees, or their authorized Collector, of each School Section in his Township, Town, or City, to make a copy of said Roll, so far as it relates to such School Section respectively.”

This clause was lost in the House of Assembly, in consequence of which there is a want of clearness and precision in the Act as to the manner of imposing School Rate Bills. The reasons given for the introduction of this clause, in observations accompanying the original Draft of this Bill, and dated 3rd March, 1846, [will be found on pages 76, 77 of the Sixth volume of the Documentary History.]

On the 27th of March, 1847, when submitting to the Governor General in Council the original Draft of the amended School Act of that year, I again brought this vital part of our School system under consideration, in the following words, [as quoted on pages 190-193 of this Volume]

Such, Sir, I conceive to be the true theory and the vital principle of National Education.— a principle which, however new, in its full application in this Province, lies at the foundation of the Systems of Popular Education in the best educated Countries of both Europe and America, and is obtaining in Cities, Towns, and States, where the old and partial system has heretofore prevailed. The Legislature has not thought it advisable to confer the power of applying this principle upon School Trustees of either Town, or Country, but has invested District and Town Municipal Councils with the power of applying it to both Town and Country. The Eighth Section of the amended School Act of 1847 provides :—

That it shall and may be lawful for the Council of any City, and the Board of Police of any Incorporated Town, and the Municipal Council of any District in Upper Canada, to impose, from time to time, such assessment upon the inhabitants of all or any School Sections, or divisions, within their respective jurisdictions, over and above the assessment which they are now authorized by law to impose, as such Councils, Boards of Police, or Municipal Councils, shall judge expedient, for the purchasing or procuring of School Sites, the erecting, repairing, renting, or furnishing, of School Houses, the payments of Teachers, and for Common School purposes generally : anything in any Law, or Statute, to the contrary notwithstanding.”

It is, therefore, in the power of the inhabitants of each District in Upper Canada, through their local Municipal Representatives, to have such Schools as they desire, and supported in the most patriotic, the most equitable, the most efficient, and the least burdensome manner. The Municipal Council can thus provide for the salaries of all the School Teachers within its jurisdiction, according to an estimate which may be made, or for the salaries of the Teachers of individual School Sections, on the petition of the Trustees of such Section. The greater efficiency and usefulness of the Schools in Sections where the principle is applied will soon influence other Sections ; and I have no doubt that the application of it will become general, as soon as it is generally understood ; and the more extensively this principle is applied, the more simple, as well as the more efficient and beneficial, will our whole School System become.

TORONTO, 14th of January, 1848.

EGERTON RYERSON.

II. THE CIRCULAR TO THE MAYORS OF CITIES AND TOWNS IN UPPER CANADA.

The Act of 1847 : 10th and 11th Victoria Chapter XIX intituled :—

“An Act for amending the Common School Act of Upper Canada,” designed to establish a better system of Schools in Cities and Incorporated Towns in Upper Canada, comes into full operation at the commencement of the current year : and, with the view of promoting its objects, I deem it my duty to explain, through you, to the Corporation over which you preside, and to the Board of Common School Trustees which the Corporation have appointed, and over which you also preside, the origin and design of that Act, and offer some suggestions as to the manner in which it may be most beneficially carried into effect.

1. THE NECESSITY AND GENERAL OBJECTS OF THIS CITIES AND TOWNS SCHOOL ACT.

I know not that I can better explain the design of that Act, or better evince its necessity, than by quoting the introductory part of the explanatory observations which accompanied the original draft of the Bill, when it was submitted to the consideration of the Governor General in Council. These observations, dated 27th March, 1847, and addressed to the Secretary of the Province, [will be found on page 188 of this Volume]

THE PRINCIPLE OF SUPPORTING SCHOOLS IN CITIES AND TOWNS.

The above extract supercedes the necessity of any further remarks on the general character and objects of the School Act of 1847. I beg, however, to invite particular attention to the principle on which this Act provides for the support of Schools in Cities and Towns. It will be seen that the Eighth Section of the Act provides for the support of Schools in Cities and Towns by assessment, imposed by the Corporation upon the inhabitants generally.* According to this provision of the Act, the Common Schools in each City and Town will be supported by each inhabitant, according to the valuation of his property, whether he sends children to the School, or not. Thus, the children of the poor man, who pays his share of the assessment, (of a few pence) will have equal access to the means of Education with those of the rich man who pays his share of the assessment—may be, of twenty shillings; and thus for the first time in the history of Upper Canada, will the School education of all classes be equally provided for in Cities and Towns. This is, therefore, one of the most noble and patriotic measures that ever received the sanction of the Canadian Legislature. It is to this provision that the City of Boston owes the superiority and excellence of its Public Schools, and the sound education of even its poorest citizens; an example which has been followed by the principal Cities and Towns in the New England States, as also by those in New York, such as Rochester, Buffalo, Detroit, etcetera. I will not here discuss and illustrate the importance of this provision of our School Law, as I have done so in a Circular addressed to Wardens of Districts; and to the part of that Circular which relates to the principle of supporting Common Schools, according to property, I respectfully solicit your earnest attention. It will be found [on pages 214-218 of this Volume] and in the first number of the *Journal of Education for Upper Canada* for January, 1848.

THE MODE OF IMPOSING SCHOOL ASSESSMENTS IN CITIES AND TOWNS.

As to the manner of imposing the School Assessment, I take the liberty of suggesting whether it will not be best to include it in the general assessment for each City and Town, though perhaps set down in a separate column. The amount which each Corporation may determine, on the Estimate and Report of the Board of School Trustees, to expend during the year for the support of Schools within its jurisdiction, can be advanced in quarterly instalments out of the general funds of each City, or Town, and the trouble, and expense, and annoyance of frequent calls upon the inhabitants will thus be avoided. I think, however, that the expenses connected with the School Houses should be provided for by a special and separate assessment.

LITTLE HAS YET BEEN DONE IN CITIES AND TOWNS IN UPPER CANADA FOR COMMON SCHOOLS.

In respect to what has been done for Common School Education in Cities and Towns in Canada, and in Cities and Towns similarly situated in a neighbouring Country, I may remark, that, while the amount of the Legislative Grant in Upper Canada exceeds, on an average per child, that which is given in the neighbouring States, the amount per child raised by local effort in Upper Canada falls short of that which is raised by our neighbours by from one hundred to four hundred per cent! The statistics of what is here intimated will be given in an early number of the *Journal of Education for Upper Canada*.† It remains for each City and Town Corporation to say whether this state of things, to the disgrace of our Cities and Towns, to the wronging of their youthful population, and to the injury of our common Country, shall be perpetuated or not.

THE IMPORTANCE OF A JUDICIOUS SELECTION OF MEMBERS OF A BOARD OF TRUSTEES.

As all the Common Schools in each City and Town are placed under the direction and management of a Board of Trustees, the selection of the Members of that Board is a matter of the greatest importance. The character and efficiency of the Schools in each City and Town, and the interests of the mass of the rising generation, are involved in it. While, therefore, a due regard should be had to the various Religious Persuasions, the Board of School Trustees in each City and Town ought to consist of men who thoroughly understand its intellectual wants, are deeply interested in providing for them, and competent to devise and superintend the system adapted to that great object.

THE NUMBER, LOCALITY, AND KIND OF SCHOOLS IN EACH CITY AND TOWN.

The first subject which will demand the careful consideration of the Board of School Trustees in each City and Town, is the number and description of Schools required for the English

* Page 28 of this Volume.

† The Statistics here mentioned were given on pages 121-123 of the *Journal of Education* for 1848

Education of its youth. The local School Section system has tended to multiply unnecessarily the number of Schools in Cities and Towns, and to render them proportionably feeble and burdensome. Looking into the School Statistics of Cities and Towns, which are considered well provided with Schools, I find but one School for every 300 to 500 children of School age—from five to sixteen years—giving a daily average attendance of from one-half to two-thirds of that number. But in each such School there are three or four departments, and as many Teachers, or Assistants. In many instances the School Houses are so constructed as to accommodate from 500 to 1,000 children ;—each School being under the immediate management of a Head Master, or Director, and several Assistants—chiefly females, who are generally considered best adapted both for the instruction and government of small children. In some of our most compact Towns, one such School might be sufficient for the whole Town. In most cases this would probably be found impracticable. It will, of course, be so in all cases, until proper School Houses and Premises are provided. In the erection, or procuring, and furnishing of School Houses,—such as are referred to above,—special care should be taken to provide for the primary, the secondary and the senior departments of the Common School,—not including the English High School alluded to in an extract given in the former part of this Communication.* I would not intimate an opinion that the School Buildings necessary for a City, or Town, should, or could, be erected at once. To do so would impose too heavy a burden upon the inhabitants. It must be the work of time. One or two good School Buildings might be erected annually, by each Corporation, until the completion of the requisite number. The number of children in the primary department of a School, as compared with the number in the senior department, is, on an average, as three to one. Provision must be made for their accommodation accordingly. The sittings, or apartments, for the two sexes, as well as their recreations, should be separate, and their recitations also, except in the primary department, and there too when practicable.

THE NUMBER OF TEACHERS REQUIRED IN EACH SCHOOL.

As to the number of Teachers required, one is usually employed for every fifty pupils. This supposes the classification of pupils ; and this requires the adoption of a uniform series of Text Books. The number of classes may thus be reduced, and the number of pupils in each class will be increased ;—rendering the exercises more animated and interesting, and giving the Teacher proportionally more time for thorough teaching in each subject of instruction. Each School, with 150 or 250, pupils, should have a Principal, or Head Master, and two or three male, or female, Assistants—the Principal exercising discipline over the whole School, and visiting and hearing all the classes in turn.

THE NECESSITY OF UNIFORMITY OF TEXT-BOOKS FOR THE SCHOOLS.

In respect to the Text-Books to be used in the Schools. I have no doubt that every Corporation and Board of Trustees will concur in the recommendation of the Board of Education for Upper Canada in the use of the series of the Irish National School Books. As I have recently had the pleasure of presenting each Municipal Council and City Corporation with a complete series of these Books, together with the Reports, Forms of School Registers, etcetera, prepared and sanctioned by the Irish National Board, they can be examined by the Board of Trustees in every incorporated Town in Upper Canada ; † and the Forms of Daily, Weekly, and Monthly Registers provided, will be found as simple and complete, as the Books are cheap and excellent.

GENERAL REGULATIONS FOR THE GOVERNMENT OF CITY AND TOWN SCHOOLS SUGGESTED.

In this system of free Schools, each Board of School Trustees will be able to establish its own system of School discipline ; and, on the efficiency of that the character and success of the Schools essentially depend. The Board of Trustees will, of course, determine the age at which pupils will be admitted in each kind, or class, of Schools, or in each department of a School, comprising more than one department ; the particular School which pupils in the different localities of a City, or Town, shall attend ; the condition of admission and continuance in each School ; the subjects of instruction and the Text-Books to be used in each School, and in each department ; as also the days and hours of instruction, and the Regulations for the whole internal management of the Schools under its care. The steady and punctual attendance of pupils at the Schools is a primary and essential object to be secured in a System of Free Schools. With a view to this, it has been provided, by Boards of Education, or of Trustees in some Cities and Towns, where this system has been established, that any pupils neglecting to attend his, or her, School for three days in any month, without excuse in writing, satisfactory to the Committee of the Board, shall be excluded from the School for the remainder of the Quarter ; that pupils,

* See page 189 of this Volume.

† See page 107 of this Volume.

not being in School within fifteen minutes of the regular time for opening, shall be marked "late"; for a repetition of the offence, without a good excuse, they may be, temporarily, suspended from the School by the Teacher; and for a continuance of the offence, after one suspension, they will be expelled for the Quarter. In order to secure the attendance at School of the children of the poor, Corporations of some Cities and Towns in the United States have recommended and enacted, as far as they have authority to do so, that no assistance be given to indigent parents, whose children do not regularly attend School; nor to pauper children not attending School.

DIVISION OF LABOUR BY COMMITTEES OF THE BOARD OF SCHOOL TRUSTEES.

The number, character, and locality of the Schools having been determined; as also the number, character, and salaries of Teachers to be employed, the Books to be used, and the General Regulations required; it is a matter worthy of the consideration of the Board of Trustees in each City and Town, whether the efficient performance of their duties will not be greatly facilitated by a division of labour. The Act expressly provides for the appointment of a Committee of three for the special care of each School. But, besides this, would it not be advantageous for the Board of School Trustees to appoint two Committees, (besides the Auditing Committee,) each consisting of two, or three, of its own Members and the City, or Town, Superintendent of Schools; and define the duty of the latter Officer as follows: It shall be the duty of the City or Town, Superintendent of Schools, among other things, to see carried into effect what the Board of Trustees, or its Committees might determine, or recommend,

The first might be a Committee on School Houses; the second, a Committee on Teachers, School Books and Schools.

Should the Board think proper to make such a division of its labours, the duty of the Committee on School Houses would be to provide School Houses, or School Rooms for Schools established by the Board; to see that such School Houses, or Rooms, are kept in repair, properly furnished, and provided with stoves and fuel, or other means of warming the premises, and that they are kept clean and neat, as well as the yards connected with them.

The Committee on School Teachers, School Books and Schools, (of which Committee the City, or Town, Superintendent would, of course, be one,) should examine and recommend the Teachers to be employed, and the Text Books to be used; to see that the Books selected by the Board are used in all the Schools, and to supply Books to those pupils whose parents, or guardians, are found, on inquiry, to be unable to procure them; to see that the Teachers comply with the Regulations prescribed by law and those made by the Board, and that the School Registers are duly kept; to regulate the admission and distribution of pupils among the different Schools of the City, or Town, as may have been directed by the Board of Trustees; to visit each School, at least, once in each month, or as much oftener as they, or any one of them, shall see fit, without previous notice of such visit; in short, to do everything that will contribute to the efficiency of instruction and discipline in the Schools.

THE INSPECTION OF SCHOOLS BY THE SUPERINTENDENT SHOULD BE FREQUENT AND THOROUGH.

The experience of Educationists, in both Europe, and America, attests, that frequent and thorough inspection is an essential element in an efficient System for Schools. The National Board of Education for Ireland requires weekly Reports from its School Inspectors. It will contribute, I have no doubt, very greatly to the interests of the Schools in each City, or Town, if the Board of Trustees can provide that the City or Town, Superintendent visit each School once a week, and to report minutely on details to the Board once a month. The subjects and forms of Inspectors' Reports are contained in the publications of the National Board of Education for Ireland, (copies of which I have presented to each District and City Municipal Council), and will afford some useful hints for a thorough system of inspection in our Town and City Schools.

ATTENDANCE OF TEACHERS AT THE PROVINCIAL NORMAL AND MODEL SCHOOLS.

If the Board of School Trustees in each City and Town should recommend, and the Corporation of such City, or Town, would sanction, or provide, for the attendance, a short time, of one, or more, of their principal Teachers at the Normal and Model Schools for Upper Canada, where they would receive instruction and witness examples in the best methods of teaching and organizing Schools, I am satisfied the result would amply compensate any City, or Town, so doing in the improvement and efficiency of its Schools. It is impossible to contrast the character and condition of Common Schools in Cities and Towns, with that of Common Schools in Cities and Towns of other Countries,—not exceeding our own in resources,—without feeling the imperative duty and necessity of making great additional efforts for the diffusion of sound education and useful knowledge among the rising generation of these radiating centres of our Country's population.

Sir,—I have made the foregoing observations and suggestions with no view to dictate, or offer speculations of my own on the important subjects to which they refer; but in order to elucidate the design and importance of the new School Act of 1847 for Cities and Towns, and to embody, as briefly as possible, what I find to be the practice of the School authorities of Cities and Towns in which a similar law has been, for years, in successful and most beneficial operation. If the hints contained in this Circular shall, in any degree, facilitate the administration of this School Act and contribute to improve the Common Schools in our Cities and Towns, my object in preparing it will have been accomplished.

EGERTON RYERSON.

TORONTO, 15th of January, 1848.

CIRCULARS SUBMITTED FOR THE INFORMATION OF THE GOVERNOR GENERAL.

In order to inform the Governor-General-in-Council what steps he had taken to put the Common School Act for Cities and Towns into operation, the Chief Superintendent wrote the following Letter to Mr. Secretary Daly:—

I have the honour to enclose for His Excellency, the Governor General's, perusal two Circulars, which I have recently addressed,—the one to Wardens of Municipal Districts, the other to Heads of the Corporations of the Cities and Towns in Upper Canada,—with a view of gradually bringing the Common School Act of 1847 and the School System generally of Upper Canada, into more general and efficient operation.

In these Circulars I have,—for the sake of giving a clear and the most impressive view in my power of the important subjects referred to,—given extracts from the explanatory Reports accompanying the original Drafts of the two School Acts—(those of 1846 and 1847)—embodying views which have received the sanction of the Government. It would, I think, aid very much in correcting erroneous impressions in regard to the design and reasons of the School Act generally, and especially of the most material features of them, if I were to publish in the forthcoming *Journal of Education for Upper Canada* the whole of these Reports, from each of which I have made an extract. But I would not wish to do so without knowing whether it would be approved of by His Excellency.

EGERTON RYERSON.

TORONTO, 28th of January, 1848.

REPLY OF THE PROVINCIAL SECRETARY TO THE FOREGOING LETTER.

I have the honour, by command of the Governor General, to acknowledge the receipt of your letter of the 28th ultimo, transmitting for His Excellency's perusal, copies of two Circulars recently addressed by you,—one to the Wardens of Municipal Districts, and the other to the Heads of the Corporations of Cities and Towns in Upper Canada, with a view to bringing the Common School Act of 1847, and the Common School System generally of Upper Canada into more general and efficient operation, and requesting His Excellency's permission to publish in your forthcoming "*Journal of Education for Upper Canada*" the whole of the explanatory Reports which accompanied the original Drafts of two Common School Acts—(those of 1846 and 1847)—which extracts are given in the Circulars transmitted, as their publication would, you are of opinion, aid very much in correcting erroneous impressions as to the design and reasons of the School Acts generally.

"In reply, I am directed to state that His Excellency concurs with you in thinking that the publication of the Reports in question may be attended with the advantages pointed out by you, and that His Excellency feels much satisfaction in assenting to your request.*

D. DALY.

MONTREAL, 8th January, 1848.

IV. ADDRESS TO THE TRUSTEES OF COMMON SCHOOLS IN UPPER CANADA.

By the choice of your neighbours, and with the enlarged power conferred on Trustees by the present School Act, of 1846, and the longer period of their continuance in office, [each one three years,] you are placed in a position to do more for the rising generation of your respective neighbourhoods than any other class of men in Upper Canada. With you rest both the power and responsibility of having your School-House suitably furnished, and the employment of a Teacher, properly qualified, and worthy to teach your children the rudiments of those branches

*The two Circulars referred to were published in the *Journal of Education for Upper Canada* for January, 1848; pages 4-24.

of knowledge which they will be required to apply and practise in future life. If your School-House is comfortless and unfurnished, and if your Schoolmaster is inefficient, on you rests the sole responsibility,—while, on the young, will be entailed the evils of your conduct. If, on the other hand, your School is central, intellectual and moral light to your Section, to you will the honour of it be due, and on you will be entitled the grateful acknowledgements of an enlightened rising generation. I utter, then, but the plea of your own children, and of posterity, when I entreat you to spare neither labour nor expense to establish in your Section a thoroughly good School. Whatever else may be inferior, let the School be good; whatever else may be overlooked, let nothing appertaining to the efficiency of the School be neglected. It is the greatest benefit you can impart, and the best legacy you can leave to those who will succeed you.

1. SUGGESTIONS AS HOW BEST TO DISCHARGE THE DUTIES OF SCHOOL TRUSTEES.

To furnish you with a few hints for the most advantageous exercise of your official powers and personal influence, in this noblest work of an enlightened people, is the subject of the present address.

1. Financial Powers of Trustees. And here I cannot but deeply regret that, although the new School Act of 1846, increases the powers of School Trustees, and, consequently, enlarges the sphere of their duties; yet it has not made one addition to their powers which is essential to their security against frequent financial embarrassments and difficulties, and to the complete efficiency of their office.

Trustees are required to employ the School Teacher, and are officially responsible for his salary, and individually so, if they do not exert to the utmost their legal powers to collect it. The Trustees ought, therefore, to be invested with ample powers to enable them to fulfil their pecuniary engagements; and the more so, as they receive no pecuniary remuneration for their services. The present School Law of 1846 authorizes them not only to provide for a Teacher's salary by subscription, if they choose, but also to impose a Rate-Bill by the quarter upon the parents, or guardians, sending their children to the School. This is some improvement upon the former School law of 1843 which required the Rate-Bill to be imposed per day for the attendance of pupils,—thereby strengthening the temptation to keep children at home, and to withdraw them from School towards the termination of the quarter, when an increase of the Rate Bill was apprehended; and thus increasing the embarrassment and lessening the resources of the School Trustees, while their engagements remained binding and unchanged.

2. School Law as Drafted and as Passed. But although the present law of 1846 places Trustees in somewhat better circumstances, in this respect, than the preceding one, it fails to do them the justice which was contemplated when it was introduced, as I had drafted it, into the Legislature. It was proposed in the draft, to authorize the Trustees of each School Section to impose a Rate Bill, or School Rate upon all the inhabitants of such Section, according to property. With the aid of such a provision, the Trustees could calculate upon their resources with a certainty when engaging the Teacher—and could, at a less individual expense, provide more amply for all the Common School interests of their Section. Thus would the chief temptation, on the part of the parents to keep their children from the school, be removed and a strong inducement furnished to every parent in the School Section to send his children to School; thus would the most efficient barrier against divisions or rival Schools in School Sections be provided; thus would the poor man, by paying according to his means, have an equal chance with the rich man for the Common School Education of his children, and each man would be required to support the public interest of elementary education according to the property which he has acquired and enjoys in the Country.

3. PROPERTY THE TRUE BASIS OF SCHOOL ASSESSMENT.

Such is the principle acted upon in the best educated States of the American Republic, and in all universally educated Countries: and, apart from the public importance of it, nothing can be more equitable to Trustees themselves. All who have a like voice in electing them ought to be alike bound by their official acts, involving expenditure; and the Trustees ought not to be thrown upon chance to fulfil obligations which they are compelled to incur by virtue of an office to which they are elected by the whole community.

2. THE VITAL PRINCIPLE OF UNIVERSAL EDUCATION IS OF SLOW GROWTH.

I lament that this vital principle of the universal education of the people is yet unacknowledged in our School Law, in respect to Trustees; that, in the meantime, Trustees are often exposed to much difficulty and sacrifice in making up the promised salary of the teacher, and the Teachers are sometimes subjected to the loss of a large portion of the small remuneration anticipated by them. But still, Trustees are not without a remedy even in this respect. By a new Statute, passed in 1841, District Councils are empowered to impose an assessment at their discretion upon any one, or all, of the School Sections of their respective Districts for the salaries of Teachers, as well as for the building and repairing of School-houses, and for Common School

purposes generally. The Trustees of any Section can, therefore, apply to their District Municipal Council to impose an assessment upon the property of their section for any sum they may agree to pay to their teacher, over and above the amount of the Legislative School Grant and its District equivalent available for their assistance. This has already been done with success by a number of Trustee Corporations in several Districts; nor can any District Council reasonably reject an application of this kind from the legal and chosen representatives of a School Section; for, in such a light, ought its Trustees to be undoubtedly considered.

3.—PROLONGATION OF THE SCHOOL TRUSTEES TERM OF OFFICE BENEFICIAL.

The office of Trusteeship continuing for three years for each Trustee, instead of one, as heretofore, will give more stability to Trustee Corporations, and more strength and uniformity to their proceedings, while the annual election of one of the three members of the corporation will secure a proper conformity to their proceedings, while the annual election of one of the three Members of the corporation will secure a proper conformity to the prevalent wishes of each School Section. One of the happy effects of this triennial, instead of annual, election of Trustees in the neighboring State of New York has been, to diminish contention and division in School Sections; and one of the most serious social evils attending local School proceedings in Upper Canada have been such contentions and divisions.

4.—WISDOM OF A JUDICIOUS CHOICE OF THE SCHOOL SITE.

A disagreement about the location of a School-house, or the employment of a particular Teacher, and sometimes a less important occurrence, has led to the division of a School Section, and thus inflicted a paralyzing impotency upon each of its parts. Such a dismemberment of a School Section into hostile parties, and rural Schools, though it may leave the body untouched, drains out its life-blood. Each party is then too weak to have a good School; whereas a spirit of forbearance and compromise, averting the evil, would double the common fund of knowledge for each child, and would greatly lessen the expense to all parties concerned. The prosperity of the system not only requires labour, but also a conciliation disposition, and oftentimes a little sacrifice of personal preferences. It is to be hoped, that School Trustees will always act in this spirit,—which is by no means incompatible with proper decision and firmness. Then, on the other hand, every lover of good order in the community,—apart from other considerations,—ought to sustain the Trustees in their authority and duties. In all free communities, where the elective principle prevails in local affairs, the minority must submit to the majority in affairs included within the legitimate provisions of the social compact. If not, there is an end to public order and personal safety, and anarchy reigns in wild confusion. Trustees are the legally elected administrators of the school affairs of each School Section. If they do badly, they may, and should, be superseded by others; but, while they are in office, they are in the school affairs of the Section, the “powers that be,”—made so by the choice of their neighbours,—and should, therefore, be submitted to by the minority, as well as by the majority, of their constituency. They contract engagements and perform much labour, without any pecuniary remuneration in behalf of the community which they represent, and by its undivided interest they ought to be supported. An efficient Public School System in a free Country cannot be sustained in any other way. Every person, then, who would not sanction the principle of disorder in the community, every friend to efficient Public Schools, and to legitimate authority, ought to discountenance all opposition Schools in School Sections, and sustain the legally chosen Trustees in their onerous and important office. Where School Sections are too extensive, or too populous for one School, let an application be made to the Council for their division or union with an adjoining small section, as the law directs; but let them not be sub-divided and enfeebled by the spirit of party, and against public order.

5.—THE STATE, APPARATUS AND FURNITURE, OF EACH COMMON SCHOOL.

The state, furniture, and appendages of the School-House require the particular attention of Trustees. They do not, indeed, constitute a good School, any more than the warmth and furniture of a private house constitute a good household; but they are essential to the comfort and advantageous industry of the inmates. The character, and condition, and furniture of the School-House, is the most obvious test of a people's estimate of their children's education.

6.—INJURIOUS INFLUENCE OF A FREQUENT CHANGE OF TEACHERS.

Frequent changes of School Teachers are injurious, no less to Schools than to Teachers themselves. Acquaintance with the disposition, abilities, and habits of the pupils is essential to the Teacher's full success; nor is a child's acquaintance with a Teacher of much less importance to its successful application. Every Teacher has his own mode of thinking, explaining, illustrating, admonishing, etcetera, and a familiarity with them is of no small advantage to pupils, whose time ought not to be wasted in learning anew the modes of new Teachers, instead of prosecuting their studies without distraction, or impediment, as they had commenced them.

A Teacher ought not to be changed without a strong necessity ; that is, provided he is competent and industrious. Otherwise, the sooner an incompetent, or indolent, or vicious, Teacher is changed, the better ; for such a teacher is a scourge, rather than a blessing, to any neighborhood. But, a good Teacher is almost above price, and ought to be retained, or sought for, as the most valuable of prizes.

7.—THREE CONDITIONS, ARE IMPERATIVE ON THE PART OF SCHOOL TRUSTEES.

It is not, however, to be forgotten, that, if Trustees would procure and retain a good Teacher, and if they would render his labours successful, three conditions are necessary,—(1) to pay, (2) to respect, and (3) to co-operate with him. It is in vain to look for ability and attainments in a profession which is not well supported ; and no profession will be wanting in ability and attainments which is well supported. The fault is, therefore, with employers, if there be not competent School Teachers ; and with the employers is the remedy for the incompetency of Teachers. If Trustees will, therefore guarantee the punctual payment of a competent support, they will not want a competent Teacher. It is true, that both moral and patriotic considerations favour the profession of School-teaching ; but they ought not to be paralyzed by anti-patriotic and short-sighted selfishness ; and such considerations ought to operate on the employer, as well as on the employed. The School Law comes in to the aid of this requisite of good Teachers and good Schools,—so far as punctuality of payment is concerned,—and requires it, on the part of Trustees, in order to their being entitled to their apportionment of the Legislative School grant.

8.—RESPECT, ON THE PART OF TRUSTEES AND PARENTS, IS DUE TO THE TEACHER.

Equally do Trustees and parents consult the interest of the children by treating the Teacher with proper respect,—the respect which the children must entertain for him, in order to be benefited by his instruction,—the respect due to an instructor of youth,—to one authorized and employed to form the mind of the rising generation. Children will not respect a Teacher more than their parents ; and disrespectful remarks of parents at home, relative to the Teacher, have often destroyed his authority and paralyzed his exertions into governing and instructing the children in his School.

9.—THE DUTY OF TRUSTEES AND PARENTS TO CO-OPERATE WITH THE TEACHER.

Nor should Trustees and parents stop short of decidedly and cordially co-operating with the Teacher. Having done their best to secure a good Teacher, they have but commenced the school part of their duty to their children and their Country ; and they will lose no small part of the value of the Teacher's services, if they do not evince an interest in the School itself, and, in the plans and labours of the Teacher ;—if they do not support the necessary arrangements for the general good of the School,—and promptly and cheerfully to supply the required Text Books,—secure the constant and punctual attendance of the children,—see that their children are cleanly in their persons, and decently clothed,—not judge the Teacher on the testimony of their children, who are interested and incompetent witnesses in several respects,—not speak disapprovingly and disparagingly of the Teacher, in the presence of their children ;—govern their children properly at home, and see that they learn their appointed lessons and exercises, if they hope to enable the Teacher to govern and teach them successfully in School. It should be remembered, that the efficiency of a School depends little less on the parents than on the Teacher ; and that the success of the best and most laborious Teacher must be very limited, without such cooperation on the part of Trustees and parents.

It is also to be observed, that the Teacher is responsible to the Trustees and that, through them alone, individual parents have a right to interfere with him. These relations of parents with the School, Trustees should be strongly impressed upon the parents, whenever necessary. That School is likely to be most efficient in every respect, where Trustees, parents and Teacher act as partners,—each keeping his own place and performing his own share of the work,—all mutually sympathizing with each other, and alike interested in the common object of educating the youth.

10. NECESSITY OF KEEPING THE REGISTER AND OTHER SCHOOL RECORDS CORRECTLY.

It is important that the School Register be regularly and carefully kept. This Register is the history of the every-day conduct of each pupil in the School, and shows the studies which the pupils are severally pursuing. The Second clause of the 28th Section of the School Act of 1846, makes it the imperative duty of the Teacher

To keep the Daily, Weekly, and Quarterly Registers of the School, according to the Regulations and Forms which shall be prepared by the Chief Superintendent of Schools ;"

Nor is any Teacher entitled to the payment of his salary who neglects to comply with this, and other, provisions of the School law.

No School Superintendent, or School Visitor, can form any idea of the general state of a School in which such Registers are not well kept. There are usually three distinct forms—(1) one for the Daily, (2) one for the Weekly, and (3) one for the Quarterly Register; but for the greater convenience of Trustees and Teachers, I have combined the three into one, in the printed “Forms and Regulations for the Government of Schools.” These Registers should be carefully kept by the Teacher; and should be open to the inspection of the Trustees and School Visitors at all times. They should be delivered up to the Secretary-Treasurer, on the final settlement of the Teacher with the Trustees.*

11. SELECTION OF TEXT BOOKS BY THE TRUSTEES OF EACH SCHOOL.

The School Act of 1846 requires Trustees to select from a list of Text Books, made out and presented by the Provincial Board of Education, under the sanction of the Governor General-in-Council, the Books which shall be used in the Schools;” and, in no one particular, can Trustees more effectually secure a saving of the time of their children, and of the Teacher, and, ultimately, a saving of money, than by not consenting to the buying, hereafter, of any other Text Books for use in their Schools than the cheap and unrivalled series of Irish National School Books, and others which have been selected by the Board of Education for Upper Canada, as also recommended by several District Municipal Councils, and which are already in use in so great a proportion of Schools in Upper Canada.

12. IMPORTANCE OF RELIGIOUS INSTRUCTION IN THE SCHOOLS.—SPECIFIC REGULATIONS.

On the all-important subject of the “Constitution and Government of Schools, in respect Religious Instruction,” I beg to refer you to the Book of Forms, Regulations, etcetera, Chapter vi. Section 6.† The School Law carefully guards against any interference with the rights of conscience, by expressly providing:

That no child shall be compelled to read any Religious Book or to join in any Exercise of Devotion to which his her parents, or guardians, shall object.

But, by this restriction, the School Law assumes that which has been considered by many as above civil authority to enact:—which has been enjoined by Divine Authority,—the provision for Religious Exercises and Instruction in the Schools. The Government does not assume the function of Religious Instructor; it confines itself to the more appropriate sphere of securing the facilities of Religious Instruction by those, whose proper office it is to provide for, and communicate, it. The extent and manner in which this shall be introduced and maintained in each School is left with the Trustees of the School,—the chosen guardians of the Christian educational interests of the youth in each School Section. If Trustees employ a profane, a drunken, or an immoral Teacher, they act as anti-Christian enemies, rather than as Christian guardians of the youth of a Christian Country; and, if the atmosphere of Christianity does not pervade the School, on the Trustees must chiefly rest the responsibility. On the fidelity with which this trust is fulfilled by Trustees, in the various School Sections, are suspended, to a great extent, the destinies of Upper Canada.

13. ANSWERS TO VARIOUS UNREASONABLE OBJECTIONS TO THE SCHOOL ACT OF 1846.

Before concluding, I think it proper to answer objections which has been frequently made against our present School System,—that “the duties of Trustees are too numerous and difficult.” This objection seems to have been made without examination, or thought; and a moment's reflection will shew that the duties of Trustees can be neither fewer, nor more simple, than those required by law, in connexion with any System of Public Education.

1. In the first place, the duties of Trustees are fewer in Canada than under the law of any one of the neighboring American States.

2. In the next place, no duty is enjoined upon Trustees by our School Law which is not essential to the office which they occupy; They may be thus summarized:—

(1) They must have a School-House in proper repair. To build a School-House they must either petition their District Municipal Council for an assessment, or circulate a subscription list: and, to repair and furnish a School-House, they must do the same thing, or impose a rate—

* The Common School Law in the State of New York is very stringent in regard to the duty of keeping School Registers, Rolls, etcetera, much more so than is the School Law for Upper Canada.

NOTE BY THE EDITOR OF THIS DOCUMENTARY HISTORY. These Regulations of the School Superintendent of the State of New York, prescribed in 1841, are too voluminous and minute to be inserted here. They will be found on pages 56, 57 of the *Journal of Education for Upper Canada*, Volume One, March, 1848.

† This Book of Forms and Regulations is not reprinted in this History. The substance of them may be gathered from the three Explanatory Circulars embraced in this Chapter.

bill upon Parents and Guardians. This requires a certain Form ; and such a Form is provided in the printed School Regulations.

(2) Trustees must agree with a Teacher ; and, to aid them in this essential part of their duty, a Form of Agreement is provided in the printed Regulations referred to.

(3) Trustees must provide for a Subscription, or a Rate-Bill, and a Warrant for its collection ; and a printed Form of Warrant is provided to aid Trustees in this part of their duty also.

(4) Trustees are authorized to select, from a list provided, Text-Books for their Schools ; and such a list of the best and cheapest Text-Books has been prepared according to law, as already explained.

(5) Trustees must give their Teachers orders upon the District School Superintendent for the School Fund apportioned to aid them ; and a Form of Orders for their convenience is likewise provided.

(6) It is necessary that Trustees should report the state of their School and the School population of their Section, in order that it may be known whether they are entitled to continued assistance from the School Fund, and to what amount. This requires an Annual Report ; and a Form of such Report has been provided ; and even a blank Form of Report for each set of Trustees throughout Upper Canada ; and it has, furthermore, been provided by law, (7), that the School Teacher shall act as Secretary to each Corporation of School Trustees, in preparing their Annual Report, if they shall require him to do so, either on the ground of their own incompetency, or disinclination to prepare it themselves.

Now, it is obvious to every thinking and practical person, that not one of these duties of Trustees can be dispensed with, and a School kept in efficient operation, and public moneys duly accounted for. It is true, that the plainest and most necessary provisions of any law, are not always easy to be administered while they are new, even when expounded by learned Judges, and argued by learned Counsel ; and this is, especially, the case with the School Law, which must be administered by, as well as for, the people generally. But, as is the case, with learning to walk, or read, a little practice will make plain and easy what was, at first, apparently intricate and difficult.

14 REMARKS ON THE DIGNITY AND RESPONSIBILITY OF THE SCHOOL TRUSTEES' OFFICE.

Finally, permit me, Gentlemen to conclude this brief address as I began it, by reminding you of the dignity and responsibility of your office ; an office excelled in dignity and importance by no other civil trust in the land. It is the office of the Justice of the Peace to repress crime, to commit offenders, to maintain the authority of law ; it is your office to prevent crime, to implant the principles of order and industry ; to make virtuous and intelligent men ; not to command a Company, or a Regiment, but to develop Mind and form Character ; not to buy and sell articles of merchandise but to provide clothing and food and wealth for the intellect and the heart.

Of all other School Trustees should indeed, be the "select men" of the land. The people should therefore, seek fit and proper persons to act as Trustees with as much care and solicitude, as they would seek proper Representatives in the Legislature, and every man invested with the office of School Trustees should spare no pains to qualify himself for its duties, and to fulfil with faithfulness and public spirit, the sacred trust committed to him. God, his Country, and posterity will sit in judgment on his conduct. He acts for those who will live after him ; he should, therefore, act generously and nobly ; and those who shall be benefited by his labours, will "rise up and call him blessed."

TORONTO, FEBRUARY, 1848.

EGERTON RYERSON.

CHAPTER XXIII.

PROCEEDINGS OF THE KING'S COLLEGE COUNCIL IN 1848.

The first Meeting of the Council of King's College in 1848 was held on the 12th of January.

As events proved, this year's Session of the Council was one of the most eventful, as it was practically about the last of a long series of such Meetings. During its progress, there was developed, in a very marked manner, an hostility, on the part of Doctor McCaul, the new President, to the Government,—an hostility which was never developed under the presidency of Doctor Strachan.

This hostility culminated in the opposition by the President, to two Statutes, submitted for the adoption of the Council by the Chancellor, Lord Elgin;—one on the position and emoluments of the newly appointed President, and the other authorizing the issue of a Commission to enquire into the finances of King's College and Upper Canada College, and their administration.

January 12th, 1848. Moved by Professor W. C. Gwynne, seconded by Principal F. W. Barron, of Upper Canada College,

That that the Bursar be instructed to furnish to the Council the twelve annual Statistical Tables for 1847.—[Similar to those for 1846, which are printed on pages 125-136 of the Sixth Volume of this Documentary History.]

The President of the University, (Doctor Strachan) presented to the Library a copy of a Grammar of the Cree Language.

No other business of public interest was transacted.

January 26th, 1848. The Bursar presented three monthly financial returns relating to the University. (I insert the principal one as follows):

Monthly Return of the Invested Property of the University of King's College, between Wednesday the 29th December 1847 and Wednesday 26th January—1848.

Particulars of Investments.	Amount on the 29th December, 1847.			Amount on the 26th January, 1848.		
	£	s.	d.	£	s.	d.
NEGOCIABLE SECURITIES.						
Public Debentures	£26,770	0	8	26,770	0	8
Stock of the Bank of Upper Canada.....	250	0	0	250	0	0
Stock of the Gore Bank	187	10	0	187	10	0
	£27,207	10	8	27,207	10	8

Monthly Return of the Invested Property of the University of King's College, between Wednesday the 29th December 1847 and Wednesday 26th January—1848.—*Concluded.*

Particulars of Investments.	Value.			Value.		
	£	s.	d.	£	s.	d.
LANDS HELD IN FEE :						
Assigned by the Messieurs Ridout	540	14	0	540	14	0
Brantford Property	4,227	14	0	4,227	14	0
Ashfield Property	780	0	0	780	0	0
Assigned by Mr. J. A. Barber	1,150	0	0	1,150	0	0
Bay Street Property	2,300	0	0	2,300	0	0
Garrison Commons	2,362	10	0	2,362	10	0
Elora Property	525	0	0	525	0	0
Peterborough Property	235	0	0	235	0	0
Port Albert Property	35	0	0	35	0	0
Hamilton Property	7,970	16	8	7,970	16	8
	£20,126	14	8	20,126	14	8
LANDS HELD ON BOND, OR MORTGAGE.						
Colonel Wells	643	3	5½	643	3	5½
Mr. T. G. Ridout	875	0	0	875	0	0
Mr. John Radenhurst	875	0	0	875	0	0
Saint James' Cathedral	3,750	17	0	3,750	17	0
Mr. George Ridout	2,897	15	3	3,025	5	3
Mr. Ritchie	1,000	0	0	1,000	0	9
Mr. Good	1,000	0	0	1,000	0	0
Mr. Hunter	200	0	0	200	0	0
Mr. Cochrane	143	8	8	143	8	8
Mr. Sheriff Jarvis	750	0	0	750	0	0
Mr. Henry Rowsell	500	0	0	500	0	0
	£12,635	4	4½	12,762	14	4½
<i>Recapitulation.</i>						
Negotiable Securities	27,207	10	8	27,207	10	8
Lands held in Fee	20,126	14	8	20,126	14	8
Lands held on Bond, or Mortgage	12,625	4	4½	12,762	14	4½
	£59,969	9	8½	60,996	19	8½
Interest Due on Debentures				432	18	11
Cash Balance in the Bank of Upper Canada				1,750	3	1
Cash Balance in the Bursar's Hands				25	15	6½
				£62,205	17	3

Moved by Doctor Beaven, the Dean, seconded by Professor H. H. Croft, the Proctor, that the allowance of Fifty pounds, (£50,) sterling be paid to Professor Henry Sullivan, for extra duty discharged during the present Medical Session.—(*Carried.*)

Read a letter from Skeffington Connor, LL.D., offering to perform Professor W. H. Blake's duties, as Lecturer in Law, until the Professor's return. Whereupon, it was moved by Professor W. C. Gwynne, seconded by Principal F. W. Barron, that Doctor Connor be allowed, in accordance with his request, to continue the course of Lectures, commenced by the Honourable Mr. Justice W. H. Draper, as Deputy for Professor W. H. Blake.

Which motion was ordered to lie on the Table.

February 2nd, 1848. The Motion left over from last Meeting, relating to the Letter from Doctor Connor, was taken up, and it was moved in amendment by Doctor Beaven, seconded by Mr. F. W. Barron, that Mr. J. P. Esten of Osgoode Hall be requested to act as Deputy for Professor W. H. Blake in the Law Faculty. (*Carried.*)

February 5th, 1848. The Bursar read an extract from the *Canada Gazette* of the 29th ultimo, containing a notice of His Excellency's appointment, (as Chancellor,) of the Reverend Doctor McCaul, to be President of the University of King's College, in the place and stead of the Right Reverend Doctor Strachan, Bishop of Toronto, resigned. Whereupon, Doctor McCaul signed the Declaration, and took his seat in the Council as President.

Moved by Professor W. C. Gwynne, seconded by the Honourable Solicitor General J. Hillyard Cameron, that, in future, no allowance, in lieu of any salary for duties performed, or to be performed, be made to the Professors, or others, without the sanction of a Statute, duly passed in that behalf.

President McCaul reported on the measures, he had arranged with the Solicitor of the Council, to prevent adverse possession of the College Lands, from undisturbed occupation, beyond twenty years.

The President submitted a Syllabus of a course of Lectures, which Mr. J. M. Hirschfelder the Tutor in Hebrew, is desirous of delivering to Divinity Students in the University. The Members of the Council, having considered the same, gave their consent to the proposal.

February 19th, 1848. There being no quorum present, no business was transacted.

February 23rd, 1848. The usual Financial Statement were presented to the Council by the Bursar, but no business of public interest was transacted.

March 1st, 1848. Except dealing with the case of the prolonged absence of the Reverend George Maynard, M.A., Mathematical Master of Upper Canada College, and awarding two Exhibitions, no business of public interest was transacted.

March 8th 1848. There being no quorum present, no business was transacted.

March 15th, 1848. The President submitted the draft of a Statute, proposed by the Chancellor in regard to the office of President, but its consideration was deferred. No other business of importance was transacted.

March 18th, 1848. The Letter of the Private Secretary of the Chancellor of King's College, (Lord Elgin,) respecting the draft of the Statute, transmitted by the Chancellor, regulating the duties and emoluments of the President, introduced at a former Meeting of the Council, was again read, together with the accompanying draft of the Letter accompanying it, as follows:—

I have the honour, by command of the Chancellor, to transmit to you the accompanying Draft of a Statute relating to the office of President, to be submitted to the College Council, according to the terms of the Charter of King's College.

MONTREAL, 29th of February, 1848.

EDMUND CAMPBELL, Major.

DRAFT OF STATUTE RELATING TO THE OFFICE OF PRESIDENT OF KING'S COLLEGE.

By the College Council, of the Chancellor, President, and Scholars of King's College, at York, in the Province of Upper Canada:—

WHEREAS, the office of Vice-President of King's College, has ceased to exist, by the resignation of the Presidency by Doctor Strachan, the Lord Bishop of Toronto, be it enacted and ordained:—

1. That the President shall henceforth discharge all the duties, and exercise all the functions, heretofore appertaining, by Statute to the President, or Vice-President, or either of them—

2. That the Salary, fees and allowances, affixed to the Office of President, until otherwise directed by a future Statute, shall be the same as have been heretofore affixed to the Office of Vice-President, and to the Professorship, held by the Vice-President, together with all such fees as may properly belong to the Office of President, not exceeding in the whole, the sum of Seven Hundred and Fifty pounds, sterling (£750), per annum, exclusive of fees—*

The clauses of the proposed Statute was then considered by the Council, thereupon, it was moved by Mr. F. W. Barron, the Principal of Upper Canada College, seconded by Professor John King:—That, the Dean, (Doctor Beaven,) the Proctor (Professor H. H. Croft) and Professor W. C. Gwynne, be a Committee to draft an Address, in which His Excellency, the Chancellor, shall be respectfully informed of the grounds on which the Council have been obliged to

* This matter of the Vice-President of King's College,—an "Episode"—is referred to on page 137 of the Sixth Volume of this Documentary History.

dissent from the Statute, submitted by him respecting the duties and emoluments of the Office of President. Which motion was put and carried, Doctor Beaven, the Dean, dissenting.—

March 22nd, 1848. The Committee on the Statute, submitted by the Chancellor, appointed at the last meeting of the Council, submitted the draft of an address to His Excellency, the Chancellor, on the proposed Statute for the Regulation of the Duties and Emoluments of the President of King's College, Which, after discussion, was amended, as proposed, as follows :—

REPLY OF THE COUNCIL OF KING'S COLLEGE TO HIS EXCELLENCY THE CHANCELLOR.

To His Excellency, the Right Honourable James, Earl of Elgin and Kincardine, K. T., Governor General of British North America, etcetera,—Chancellor of the University of King's College, Toronto.

May it please Your Excellency :—

We the Council of King's College, desire to express our sincere regret that we were unable, consistently with our sense of duty, to pass the Statute, recently transmitted to us, from Your Excellency, regulating the Duties and Emoluments of the President of the College ; the more especially, as the Members of the Council, present at the discussion of the Statute are merely sufficient to constitute a quorum of that Body—

2. We humbly conceive that, the power, therein given to the President, by assigning to him the functions formerly pertaining to the Vice-President, of inflicting punishment upon Professors, is derogatory to the position of all who hold the office of Professor ; and that it infringes, more particularly, on the privileges of those Professors, who are Members of the Council of King's College, and, consequently, have, by Statute, a concurrent power, with the Chancellor, of suspending those who may offend against the Statutes—

3. We beg to represent, to Your Excellency that the delegation by the Council, of the powers, conferred on it, by Charter, has been pronounced to be illegal, by the Honourable Levius P. Sherwood,* formerly a Judge in this Colony, and by the Honourable Robert Baldwin, and the Honourable James C. Small, then Attorney and Solicitor-General respectively, in documents, now existing on the Minutes of the College Council—copies of which are herewith transmitted for Your Excellency's information, and we humbly submit that such opinion is well founded, and furnishes a bar to conferring on the President, some of the Powers formerly conferred on the Vice-President—

4. We beg leave most respectfully to press these facts and opinions upon Your Excellency's careful consideration previous to submitting to us any new draft of a Statute on this subject ; and trust, that we shall then be enabled to adopt, without hesitation, the result of Your Excellency's better information. All of which is respectfully submitted.

JAMES BEAVEN, Senior Member present, presiding, in the absence of the President—

TORONTO, March 22nd, 1848.

Whereupon, it was moved, by Mr. F. W. Barron, the Principal of Upper Canada College, seconded by Professor John King, That the Address, as now amended, be adopted and transmitted to His Excellency, the Chancellor, and that the individual Members of the Council be empowered to send to the Bursar, any further matter which they may wish to submit to the Chancellor, relative to the subject of the Address ; and that the same, be entered on the Minutes and accompanying the Address. (*Carried*).

This Address, with the following documents appended, were sent to the Chancellor, videlicet ;

1. The foregoing Address to the Chancellor ;
2. Dissent to the Address by the Dean, (Doctor Beaven) ;
3. Dissent to the Address by Professor H. H. Croft, and Doctor W. C. Gwynne ;
4. Dissent to the Address by the Principal (Mr. F. W. Barron,) of Upper Canada College ;
5. The opinion of the Honourable Robert Baldwin, and the Honourable James C. Small, with the prefatory remarks of the Honourable Levius P. Sherwood, and the dissent of the Reverend Doctor McCaul ;†
6. Chapter III of the Statutes, of King's College ;
7. Chapter IV § of the Statutes of King's College ;

* This opinion of Judge Sherwood is printed on pages 198, 199 of the Fourth Volume of this Documentary History.

† This legal Opinion is referred to on page 137 of the Sixth Volume of this Documentary History.

‡ Doctor McCaul's dissent will be found on page 200 of the Fourth Volume of this History.

§ As to the legality of this Statute IV see pages 199, 200 of the Fourth Volume of this History. See also page 137 of the Sixth Volume.

Remarks of the several Members of the Council, delivered to the Bursar, to accompany the Address of the Council to the Chancellor :

I Doctor Beaven dissents from the foregoing Address to the Chancellor, on the following grounds :—

1. That, supposing a Professor to be guilty of an offence against the Statutes, he cannot understand, how it can be further derogatory to his position to be punished for such offence, by a Superior Officer, provided that Officer be lawfully authorized to inflict such punishment.

2. That inasmuch as there is no Statute, at present, directing what punishment may be inflicted on Professors, by the President, or Vice-President ; but only one specifying that which may be inflicted on them, by the Council, he conceives that the position objected to, of the proposed Statutes, must remain operative, until some Statute be passed, directing what punishment may be inflicted by the President on Professors.

3. That the power, whatever it may be, has already been held, ever since the opening of the University, and has not been found to produce any practical evil.

4. That he is so far from disapproving of the possession of the supposed power by the President, that he thinks the highest resident Officer ought to have a power of applying an immediate remedy in cases easily conceivable, and, in which, there may not be time to call a Meeting of the Council.

5. That in the University of Oxford, the Vice-Chancellor has a power similar to that proposed to be given to the President, and that the same, is the case in many of the Colleges in that University, with regard to the Heads of those Colleges.

6. That it does not appear to him, that the opinion of the Honourable Levius P. Sherwood, or that of the Honourable Robert Baldwin and of the Honourable James C. Small, does condemn the delegation of any other power by the Council, but only that of making Statutes.

7. That, supposing them to do so, they are at variance with the Charter of King's College, which authorizes the Council to appoint Officers, as distinct from Servants, and to assign them their duties ; as also to make Statutes " concerning any other matter, or thing, which, to them, shall seem good, fit and useful, for the well-being and advancement of the said College, and agreeable to the Charter," and does not directly, or indirectly, restrain the Council from making Statutes, declaring a portion of their powers to such Officers, or any number of them.

8. That the Charter gives to the Council, the absolute power to assign to the President, any duties whatever, not at variance with the Laws of the Realm, or of the Colony, or the provisions of the Charter, and that there was nothing in the draft of the Statute, transmitted to the Council by the Chancellor, repugnant to either.

9. That whatever be the meaning and value of the legal opinions above referred to, they are neutralized by the following considerations :—

(1) That the Statutes, to which they refer, were duly transmitted to the Visitors of the College, according to the direction of the Charter, more than two years before the above legal opinions were given, and were not objected to by them : the said Visitors, being the Judges of the Court of King's [? Queen's] Bench.

(2) That, when these legal opinions were formally transmitted to the Visitors by the Council, they took no action thereon.

(3) That Statutes have passed since those opinions were before the Visitors, which contained matter of precisely the same character as those objected to, and which, notwithstanding those legal opinions, the Visitors have not called in question.

(4) That the Honourable W. H. Draper, now one of the Judges of the Court of Queen's Bench, gave, when Solicitor General, an opinion, which Doctor Beaven has perused, and which is directly opposed to the above quoted legal opinions.

(5) That Doctor Beaven was himself present at a conference between Captain Bagot, (Sir Charles Bagot's Secretary) and the Honourable Robert Baldwin, in which Mr. Baldwin assisted with his advice in fixing the salary of Doctor McCaul as Vice-President,—the Office specially objected to, in the before recited legal opinion of Mr. Baldwin.

(6) That Statutes proposed by Lord Metcalfe, then Chancellor, recognizing the Office of Vice-President, were communicated to the Honourable Robert Baldwin, as Attorney-General, and then either were not objected to by him, or forwarded by Lord Metcalfe, as Chancellor, notwithstanding any objections offered by him,—they not being considered of any moment.

(7) That the above recited legal opinions of Mr. Baldwin and Mr. Small were not given by them as Attorney and Solicitor General, but only as Members of a Committee of King's College Council : * whilst the Action of Mr. Baldwin referred to, in the foregoing paragraphs, was taken by him as Attorney-General—

8. That the Members of King's College Council, now objecting to the legality of these powers, present at several Meetings of Convocation, in which Regulations were made, recognizing some of those powers, and did not object to them on that ground but assisted in passing them. . . .

JAMES BEAVEN, D.D., Professor of Divinity in King's College.

TORONTO, March 25, 1848.

NOTE. Several other reasons for dissent were given by Doctor Beaven, but were not very material, and so are omitted in this place. They are given in full in the Minute Book of the Council.

* This Report of a Committee of King's College Council is printed on pages 199, 200 of the Fourth Volume of this Documentary History.

Protests of Professors W. C. Gwynne and H. H. Croft :—

The undersigned beg further to represent to Your Excellency ; that, inasmuch as the Professional Salary is already fixed by Statute at Five Hundred pounds (£500,) sterling, it would, in their opinion, be expedient, in order to prevent future confusion to keep it separate from that of President ; and that, as the greater portion of the remaining duties assigned to the President, if the principle set forth in the above Address be recognized, are already performed, either by the Council, or the Hebdomadal Board, it would be proper, that the salary should be proportioned to the amount of duty actually imposed upon that Officer, and to the available assets of the Institution—But, as the undersigned, after a careful investigation of the Annual Returns, furnished by the Bursar, are convinced that the Capital has, since the opening of the University, suffered a diminution, averaging not less than Five Thousand (£5,000,) pounds per annum, they are of opinion, that any future arrangements, relating to the expenditure, Your Excellency, should be satisfied, that the Income is sufficient to meet the proposed charges.

TORONTO, March, 25th, 1848.

W. C. GWYNNE, Professor.
HENRY H. CROFT, Professor.

Dissent to the Address by the Principal of Upper Canada College :—

1. On the first consideration of the Statute, by the Council, there was but one legal opinion before them, the subsequent production of such an opinion, as that of Mr. Justice Draper, might justify a doubt, as to the correctness of the first,—but even if the legality of the appointment of a Vice-President did not admit of a doubt, yet the Statute now sent up by His Excellency, the Chancellor, could not have passed, as so strong an objection was felt to entrust again to any one, such unrestricted authority, over Professors, as was given by the former Statute to the Vice-President—

2. With regard to that part of the Statute, which relates to Salary, I am decidedly of opinion, that the remuneration, proposed, is not disproportioned to the position, as well as to the combined duties of President and Professor ; and I never could assent to a retrenchment in the expenses of the University being commenced by a reduction of Salary, unless the remedy were applied throughout, affecting as well Upper Canada, as the University.—The bare mootng, however, of such an ultimatum would imply so unsound a state of things, that I trust His Excellency will cause the most rearching enquiries to be made by persons fully qualified for the Duty, as to whether that part of the Endowment, which is strictly Principal, is being diminished, in order to meet the current expenses of the Establishment.

F. WM. BARRON, Principal of Upper Canada College.

TORONTO, 26th of March, 1848.

March 29th 1848. The President, Doctor McCaul, submitted the following Memorandum to the Council :

The President directs the attention of the Council to the advantages, which may be derived from appropriating a portion of the funded property of the Corporation to the purchase of Ground-rents in the City. Such an appropriation at the present time, will, in his opinion, be attended with benefit to the University and convenience to the community—Whereupon, it was moved by the Professor, H. H. Croft, seconded by Mr. F. W. Barron, Principal of Upper Canada College,

That the proposition of the President, respecting the re-investment of the Funded property of the Council in Government Debentures, be referred to a Committee, consisting of the President, Doctor Beaven and Professor Gwynne—(*Carried.*)

A Letter from Mr. Macdonald, of the Crown Land Department, dated the 28th ultimo, was read, proposing that the Council should re-convey to the Crown, the southerly, or rear, half of lot number 22, in the fifth Concession of the Township of Bastard, with the understanding that another one hundred acres of, as nearly as possible, equal value, will be appropriated and granted to the College, in lieu thereof—

The Bursar was directed to express to Mr. Macdonald, the readiness of the Council, to re-convey the Land in question to the Crown ;—but that they desire, that the equivalent to be given to the College, be on the footing observed on former similar occasions, namely : that the one hundred acres to be re-conveyed, be taken by Government at the minimum price of College Lands, and the equivalent be in Wild Lands, at the established Government price—

The Bursar placed on the Table his usual Monthly Financial Returns, three in number :

April 12th, 1848. As there was no quorum, no business was transacted.

April 15th, 1848. As there was no quorum present, no business was transacted.

April 20th, 1848. The Bursar submitted to the Council his three Monthly Financial Statements ; but, as there was no quorum present, no business was transacted.

May 1st, 1848. No quorum being present, no business was transacted.

May 31st, 1848. The Bursar submitted to the Council his three usual Monthly Financial Statements ; but as there was no quorum present, no business was transacted.

June 28th, 1848. The Honourable Robert Baldwin, Attorney General, and Mr. W. H. Blake, B.A., Solicitor General, took their Seats at the Council, and subscribed the usual Declaration. Mr. Blake took his seat as Professor of Law, whereupon it was moved by Doctor Beaven, seconded by Mr. F. W. Barron, Principal of Upper Canada College :—

That the opinion of the Solicitor of the Council be taken, as to whether W. H. Blake, Esquire, B.A., Professor of Law, and Solicitor General, can take his seat in the Council, in both capacities ; and whether, he can elect, in which capacity, he shall take his seat,—respect being had to the circumstances, that, in the former case, the number of Members of Council, ordained by the Act, amending the Charter, is not complete, and, in the latter case, the right of another Professor to a seat in the Council may be infringed. (*Carried.*)

Doctor Beaven, as Chairman of the Audit Committee, made the following Report,

The Committee of Audit beg leave to report, that they have examined the accounts of receipts and expenditure for the year, 1847.

They have compared the Blotter with the Cash Book, the Cash Book with the Bank Book, and the Bank Book with the Bank Pass Book and found them to correspond. They have tested the accuracy of the summing up, and the correspondences of the Balances, and they have compared the Balances as appearing in the Cash Book and Bank Book, with those given in the accounts furnished by the Bursar to the Council, and ascertained how the latter arise, and their correspondence with the former. —They have likewise obtained vouchers for all articles of expenditure, including some items which were deficient when they made their Report for the two last quarters of the year 1846 ; with the exception of a sum of £7. 10. J., charged to Professor King, as his fee for Incorporation, which the Bursar has paid on Doctor King's account, to the account of Fees, and the Receipt of which Doctor King declines to sign.

TORONTO, June 21st, 1848.

JAMES BEAVEN, Chairman.

The Bursar submitted to the Council his usual Monthly Financial Returns, three in number :—(They are not inserted)

Professor Blake stated, that his health did not permit him, for the present, to continue his Lectures, and requested that Doctor Skeffington Connor might perform his duties, during his illness. Whereupon it was moved by Professor H. H. Croft, seconded by Professor W. C. Gwynne, that Professor Blake's request, that Doctor Connor be appointed to perform his duties, as Lecturer and Examiner in Law, during his temporary inability to discharge the duties himself, be acceded to. (*Carried.*)

TWO DRAFT STATUTES OF THE CHANCELLOR OBJECTED TO BY THE PRESIDENT

July 19th, 1848. Doctor McCaul, the President, laid on the Table two Statutes proposed by the Chancellor (Lord Elgin),—one of them being the same as that laid before the Council on the 1st of March last, (see page —,) and which was not concurred in, relating to the duties and emoluments of the President ; the other Statute related to a proposed "Commission of Enquiry into the Financial Affairs of the King's College University, and also of Upper Canada College."

In laying the two Statutes before the Council, the President objected to the mode in which these Statutes had been prepared and introduced to the Council. In doing so, the President said, that he felt it to be his duty, before laying on the Table the two Statutes, which he held in his hand, to offer some remarks on the peculiarities of the preliminary steps taken by the Chancellor on this occasion :

Formerly the President and Senior Member of the Council of King's College were consulted by His Excellency, the Chancellor, relative to the Statutes either personally, or through the Civil, or Private, Secretary. At present the Attorney General had consulted Members verbally ; but they could not learn from him the extent of the powers committed to him in this matter. Formerly it was the custom that no other Members of the Council were consulted but the President and Senior Member, nor is there any example of his consulting the other Members, (after the Statutes had been drafted,) either by His Excellency, or by the President, or Senior Member, until they were submitted to the Council. At present, the Attorney General, who holds subordinate University rank has consulted the other Members of the Council in turn.

The President conceived that this course was injurious to the President and Senior Members, by recognizing other advisers of His Excellency on the affairs of the University, in place of those named in the Charter, and thus diminishing the influence, which he believes it was the intention of the Charter to give them, by directing that they should be consulted.

The President was of opinion that such consultation of the Members of the Council is improper.

The President further expressed his apprehension of the result of the course pursued by the Attorney General, as regards the introduction of political influences into the Council :

It is almost impossible to separate the Academic and Ministerial functions, which are united in the same person, and the Attorney-General himself, in his interview with him, urged the determination of the Government as a motive for withdrawing opposition to a portion of the Statutes. The President deprecated the opinion, that the votes of the Members of the Council on the proposed Statutes would, in any way, be connected with their feelings for, or against, the present, or any other Government. In conclusion, he regretted that he was obliged, by a sense of duty, to offer these remarks. It was his intention to have respectfully communicated with His Excellency the Chancellor on the subject, previously to laying the Statutes on the Table, but he was compelled to abandon that intention, as they arrived in town at so late a period that he could not have received a reply before the end of the term, and the passing of any Statutes might thus have been postponed until October.*

On the conclusion of these remarks by the President, it was moved by Professor W. H. Blake, seconded by Professor W. C. Gwynne :—

That the objections of the President to the course of proceedings adopted in introducing the Statutes, now laid on the Table, be entered by the Bursar upon the Minutes, and that Mr. Attorney General be called upon to state the steps adopted by him in the matter, and that the same be also entered upon the Minutes, upon which a discussion arose, when it was moved by Attorney General Baldwin, seconded by Solicitor General Blake,—

That the discussion of this Motion be adjourned until the next Meeting of the Council. (*Carried.*)

Moved by Professor W. C. Gwynne, Seconded by Mr. F. W. Barron, Principal of Upper Canada College—

That the Statute sent down by His Excellency the Chancellor for the appointment of a Commission to examine into the Financial Affairs of this University, and of Upper Canada College, be now read, clause by clause, and discussed, agreeably to the direction of the Statute in that behalf. (*Carried.*)

The Statute was therefore read, clause by clause, and discussed. Its further consideration was deferred.

Moved by Solicitor General Blake, Seconded by Attorney General Baldwin :—

That the continuance of an Architect, at a salary of Two Hundred pounds, (£200,) a year is inexpedient. The Motion was ordered to lie on the Table.

Mr. F. W. Barron, Principal of Upper Canada College, applied, in the name of himself and the Masters of the College, to place the Portrait of the Reverend Doctor J. H. Harris, a former Principal, in the Public Room of the College. To which request the Council willingly assented.

July 20th, 1848. The Council entered on the consideration of Mr. Blake's motion, deferred from the last Meeting, requiring that the objections of the President of the College to the course proceedings adopted in introducing the two Statutes from the Chancellor, now on the Table be entered by the Bursar on the Minutes ; and that Mr. Attorney General Baldwin be called upon to state the steps adopted by him in the matter ; and that they be also entered upon the Minutes. (*Carried.*)

Moved by Professor W. H. Blake, Seconded by Professor W. C. Gwynne :

That the Statement . . . made by the Reverend the President, (see pages 234, 225,) be considered later on by the Council, with a view to determine how far the same is in accordance with the Resolution on this subject. (*Carried.*)

The two Statutes received from the Chancellor and discussed at the last Meeting were again read clause by clause, and passed as follows :—

I. STATUTE NUMBER ONE :—RELATING TO THE OFFICE OF PRESIDENT OF KING'S COLLEGE :†

ELGIN AND KINCARDINE.

Whereas the Reverend Doctor McCaul was appointed President of this University, on the resignation of that office by the Right Reverend Doctor Strachan, the late President thereof, he

* I have had these remarks of Doctor McCaul copied from a paper in his own handwriting.

† This Statute was submitted to King's College Council by Lord Elgin as Chancellor, through his Private Secretary, Major Campbell, on the 15th of March, 1848. Its consideration was deferred until the 18th of that month when the Council declined to adopt it, and wrote a strong Letter to His Excellency to that effect. (See page 231 of this Chapter.) It was now re-submitted to the Council by Attorney General Baldwin, by direction of the Chancellor. Its enactment was again opposed by the President, Doctor McCaul, but it was nevertheless passed by the Council.

having, during a great part of the incumbency of the late President, performed the duties prescribed for the Vice-President, with a certain salary, fees and allowances, exclusive of his salary, fees and allowances, as a Professor, and

Whereas, it is expedient to continue to the said Doctor McCaul, as President, the same amount of remuneration as was enjoyed by him as Vice-President, until such time as all the Statutes respecting the salaries of Professors can be taken up and reconsidered :

I. *Be it therefore enacted and ordained :—First*. That during the continuance of this Statute, and the incumbency of the said Doctor McCaul, the remuneration attached to the Office of President of this University shall be the same as has been actually enjoyed by the said Doctor McCaul, when performing the duties prescribed for the Vice-Presidency, and that such remuneration shall be allowed to him, from the date of his appointment to the said Office of President.

II. That this Statute shall be and remain in force until the end of the next Session of the Provincial Parliament, unless sooner repealed, or abrogated, by authority of Parliament, or otherwise, and no longer.

(NOTE. The Preamble and Sections one and two of this Statute were carried by a vote of the Council—the President and Senior Member of the Council, Doctors McCaul and Beaven, dissenting to the passage of the Second Section.)

II. STATUTE NUMBER TWO: RELATING TO THE APPOINTMENT OF A COMMISSION TO ENQUIRE INTO THE FINANCIAL AFFAIRS OF THE UNIVERSITY AND UPPER CANADA COLLEGE :

ELGIN AND KINCARDINE.

Whereas, it is most probable that the University will shortly again engage the attention of the Provincial Parliament, as it has done already for several Sessions past, [1843, 1845, 1846 and 1847,] and may be made the subject of some legislative provision for putting it on a different footing, from that on which it now rests, and—

Whereas, the Bill introduced into the Lower House of Parliament for this purpose in the year of Our Lord 1843, contained a provision for the appointment of a Commission, with certain Powers, in the said Bill specified to examine into all the Accounts and other Fiscal Affairs of the said University, and of those of Upper Canada College, as an appendage to the same, and into all matters in any way connected with such affairs, and to report thereon ; and, in the event of the Commissioners, or a majority of them, disapproving of the System upon which such accounts were kept, with power to frame and report a new System for the keeping of such accounts ;* and

Whereas, it is desirable to facilitate, as much as possible, the early and final settlement of such question, and it is, therefore, expedient, that such enquiries should be made at once, in order to enable the Legislature the sooner to come to a final determination thereon. And

Whereas, a belief in the existence of an unsatisfactory state of the Financial Affairs of this Institution has gained ground with the Public, which it is hoped such enquiry would remove ; and it is, to that end, of the utmost importance that the same should be carried on, as well under the express authority of the University, and with all the aid that can be afforded by the Members and Officers thereof, as that it should also be conducted by persons not heretofore, in anyway, connected with the management of its affairs ; and

Whereas, JOHN WETENHALL, Esquire, of Nelson, in the County of Halton, JOSEPH WORKMAN, Esquire, of the City of Toronto, and ROBERT EASTON BURNS, Esquire, of the same place are gentlemen considered well qualified to perform this duty :—

Be it, therefore, enacted and ordained :—I. That the said John Wetenhall, Joseph Workman and Robert Easton Burns, shall, and they, or any two of them, are hereby authorized and empowered to examine into, and report upon the Financial Affairs of this University and the State of the Endowment thereof, and also into the Financial Affairs of Upper Canada College, as an appendage to this University, and the State of the Endowment thereof ; and all things touching the Finances, or Endowments, of them, either of them, as fully and effectually, and with all the like powers, as far as this Statute can confer such Powers, as the same could or might, have been done by any Commission that might have been appointed under the authority contained in the said Bill of 1843, had the same passed into a law.

II. That such Commissioners, or the majority of them, shall have, and are hereby invested with, full power, and authority to send for and examine such of the Officers and Members of the University, and of Upper Canada College, as an Appendage to the Same, and also all such Clerks and Servants of them, or either of them, and generally all such persons in the service, or employment, of both, or either of the said Institutions, as such Commissioners, or the majority of

* See page 84 of the Fifth Volume of this Documentary History.

them, shall think expedient, or necessary, for the purpose of such Enquiry; and all such Officers, Members, Clerks, Servants and Persons, so employed, shall, and they are hereby required to, communicate to such Commissioners, or the majority of them, all the information in their power, touching, or, in any wise, concerning the subject of such Enquiry, and, moreover, produce and show to such Commissioners, or the majority of them, on their requisition, all such Books, Papers and Records, or other matters, as the said Commissioners, or a majority of them, shall, or may, from time to time, think necessary, or useful, with a view to the investigation hereby committed to them, in the same manner, and to the same extent, and subject to the like penalties for disobedience, as if such direction proceeded from the College Council itself.

III. That the Report of such Commissioners should be made in duplicate,—the one for the use of the College Council, and the other to be transmitted to His Excellency the Chancellor.

IV. That such Commissioners, on making their final Report shall be entitled to such allowance, from the funds of the University, not exceeding that usually allowed to Commissioners appointed for similar purposes by the Crown, or His Excellency the Chancellor, for the time being, shall by Warrant, under his Hand and Seal, think fit to appoint, as well for their own loss of time and trouble in performing the services hereby required of them, as for all incidental expenses of Clerks, Stationery and the like, which allowance shall be paid by the Bursar of the said University, in obedience to such Warrant.

(NOTE. The Preamble, Sections one, two and three, were assented to by all the Members of King's College Council present at this Meeting, except by the Reverend Doctor McCaul, President of the University. He, and the Reverend Doctor Beaven also dissented from the fourth Section, as above.)

Professor W. H. Blake moved, seconded by Professor W. C. Gwynne, that the President be requested to lay on the Table, for the information of the Council, the Statutes sent to the late President by Sir Charles Bagot, former Chancellor, which he has stated to be now in his possession. (*Carried*)

The President stated that the Statutes referred to in the motion, although at present in his possession, are not his property, nor are they in his custody, as an Officer of the University, but were lent to him by the late President. He regrets that he, therefore, cannot comply with the desire of the Council. It was then—

Moved by Professor W. H. Blake, seconded by Professor W. C. Gwynne, that the Lord Bishop, late President, be requested to authorize the President to transmit the Statutes referred to to the Council for their information. (*Carried*.)

The Statement of the President in the form of a Memorandum, made to the Council on the 19th of July last, (page 234) was taken into consideration. After some discussion thereon, the Attorney General, (Baldwin,) was requested to produce his Statement.

The Attorney General, therefore, placed on the Table his Statement, as follows:

STATEMENT OF ATTORNEY GENERAL BALDWIN, IN REPLY TO THAT OF PRESIDENT McCaul, IN REGARD TO THE FOREGOING STATUTES, RECENTLY SUBMITTED BY THE CHANCELLOR.

1. The Attorney General, in compliance with the request of the College Council, reports for their information, that on the sixteenth day of June last, he received from His Excellency, the Governor General, as Chancellor of this University, the Drafts of Two Statutes, hereinafter mentioned, and was honoured with His Excellency's command to consult the President and the Senior Member of the Council respecting the same, previously to their being proposed to the consideration of the Council.

2. That, in compliance with such commands, he laid the said Drafts before the Reverend Doctor McCaul, as President, and the Reverend Doctor Beaven, as Senior Member of this Council, and had several conferences with them, touching such Drafts, and the alterations suggested by them therein,—some of which suggested alterations were subsequently, on his report to His Excellency, the Chancellor, adopted in the Statutes transmitted to the President, (page 230) herein mentioned.

3. That the first of these conferences was held with Mr. President on Saturday, the seventeenth day of June last, and the last of them with Doctor Beaven on Wednesday, the twenty-eighth day of the same month.

The Attorney-General further reports to the Council—

4. That, in obedience to the further commands of His Excellency, the Chancellor, he did, on Monday the seventh day of July, instant, deliver to the Reverend the President, in the presence of the Reverend Doctor Beaven, the two Statutes, thus amended, signed by His Excellency's own hand, and now on the Table, on the Report of the Reverend the President, for the purpose of the same being submitted to the Consideration of the Council, and that he did then

request the Reverend the President to call a Meeting of the Council, to be held on as early a day as conveniently might be for that purpose.

The Attorney-General further informs the Council—

5. That, having had the conference with the President and Senior Member of Council above mentioned, in compliance with what he conceives to be the requirements of the Charter, he did afterwards, hold communication with other Members of the Council, on the subject of the said Statutes by communicating their contents, and requesting to be favoured with their views respecting them.

6. The Attorney-General does not understand what the President means by the Attorney-General not letting him know the extent of his authority, as he expressly informed him that he had the authority of the Chancellor for holding these conferences which the Charter required, and only declined answering what was the confidential advice to which he might, or might not, have given to the Head of the Government.

7. That, with respect to the imputation contained in the President's Statement—page 230 that the political position of the Attorney-General had been used to influence the action of the President, the Attorney-General begs leave to state that he never, for a moment, contemplated using his position for such a purpose, in any of the interviews which he had the honour of holding with the President. But while he regrets that the President should have laboured under such a misapprehension, the Attorney-General is confirmed in his statement by the reflection that the Statute, with the care of which he was honoured by the Chancellor, were not Statutes in which, as a Member of the Government of the day, he had any peculiar interest.

8. As a Member of the Council, the Attorney-General felt exceedingly anxious that the Public should be satisfied respecting the Endowment of the Institution, and hoped that the President would have felt a similar anxiety; but beyond that, the passing of the Statutes in question was not a matter in which the Government had any peculiar interest.

After the reading of this Statement of the Attorney-General, it was moved by him, seconded by Professor W. C. Gwynne,—

That the Clause of the Charter, requiring the Chancellor to consult with the President and next Senior Member of the Council respecting Statutes to be proposed by him to the Council for consideration be now read. (*Carried*)

The Clause was accordingly read and was ordered to be inserted on the Minutes, as follows —

And we do require and enjoin the said Chancellor thereof, to consult with the President of said College and the next Senior Member of the said College Council respecting all Statutes, Rules and Ordinances, to be proposed by him to the said Council for their consideration.*

Moved by Attorney-General Baldwin, seconded by Professor W. C. Gwynne:—

That it is the opinion of this Council that the Clause in the Charter of King's College, just read, has been complied with by the course adopted on the present occasion, as reported by Mr. Attorney-General Baldwin. (*Carried*.)

Moved by Attorney-General Baldwin, seconded by Professor W. C. Gwynne:—

That it is perfectly competent for any Member of this Council, whether he be the Member in charge of a Measure, or not, to confer with and consult all, or any, of his brother Councillors upon any Statutes, or Measures already before the Council, or expected to be hereafter submitted to, or brought under, the consideration of the same. (*Carried*, the President dissenting.)

Moved by Attorney-General Baldwin, seconded by Professor W. C. Gwynne:—

That the Bursar be directed to communicate his appointment to each of the Commissioners named in the Statute just passed, in regard to the Enquiry into the Financial Affairs of this University and Upper Canada College, and to enclose with each such notification, a copy of the Statute. (*Carried*)

Moved by Attorney-General Baldwin, Seconded by Professor W. C. Gwynne:—

That it is the opinion of this Council that a Special Meeting thereof may, at any time be called, by direction of the Council, itself, as well as by the Chancellor, President, or Senior Member. (*Carried*)

The Motion of Professor W. H. Blake, deferred from last Meeting, respecting the inexpediency of continuing an Architect at a salary of Two Hundred pounds, (£200,) a year, was again discussed and, being put, was carried; whereupon it was moved by President McCaul, seconded by Doctor Beaven:—

That Mr. Thomas Young be informed that his services as Architect will be dispensed with at the expiration of his present year's engagement. (*Carried*)

Moved by Professor W. C. Gwynne, Seconded by Attorney-General Baldwin :—

That the Reverend Doctor Beaven, (Chairman of the Audit Committee), be requested to lay before this Board, at the General Monthly Meeting, which will take place in August, a Statement of the Annual Expenses incurred in connection with the Residence of the Students in the new Building from the commencement of their residence to the end of the present term. (*Carried*)

Moved by Solicitor-General Blake, Seconded by Professor W. C. Gwynne :—

That the right claimed by Members of Council to enter upon the Minutes, in the shape of a Protest, the grounds of their dissent from Motions and Statutes, having been found to be inconvenient, and having been heretofore denied on former occasions, be it—

Resolved, That, in future, the Yeas and Nays, if required by any Member, shall be taken, respecting Motions and Statutes ; and that no ground of dissent shall be entered upon the Minutes in the shape of Protest, or otherwise. (*Carried*)

(NOTE. On the 22nd of July, copies of the two Statutes passed by the Council on the 20th of that month were sent to the Visitors of the University, as required by the Charter ; and, on the 24th of that month, the Commissioners for Enquiring into the Financial Affairs of the University were notified of their appointment, and a copy of the Statute relating to the enquiry itself was sent to each of them.)

July 26th, 1848. The usual Financial Statements of the Bursar were laid on the Table ; but, as no quorum was present, no business was transacted.

August 30th, 1848. The Bursar laid before the Council the usual Financial Statements.

It was ordered that the sum of Fifteen pounds, (£15,) be allowed for the erection of an Ice House near the new University building.

The President stated his desire of leaving the House which he at present occupied, and applied for an allowance, as rent. The matter was deferred.

September 27th, 1848. The Registrar having reported, that he had, by the authority of the President, summoned Professor William R. Beaumont to attend the meeting of the Council, in consequence of the Professorship of Law having been vacated, a discussion arose as to whether Professor Beaumont had a right to a seat in the Council, during which the opinion of the Solicitor of the University relative to the case of the Solicitor General was read, as follows, videlicet.—

I have the honour to acknowledge the receipt of your letter of the 27th instant, enclosing therein Minute of the Council of King's College made on the 28th ultimo, for my opinion thereon—videlicet :—

That the opinion of the Solicitor be taken, whether W. H. Blake Esquire, Professor of Law and Solicitor General can take his seat in Council, in both capacities, and whether he can elect in which capacity he shall take his seat, respect being had to the circumstances, that, in the former case, the number of Members of Council, ordained by the Act amending the Charter, is not complete, and in the latter case, the right of another Professor, to a seat in the Council, may be infringed ; (page 234 of this Volume.)

Upon reference to the Act of 1837, 7th William 4th, chapter 16, amending the Charter of King's College * it appears, that.

The Members of the College Council, including the Chancellor and President, shall be twelve in number, of whom the Speakers of the Two Houses of the Legislature of the Province and His Majesty's Attorney and Solicitor-General, for the time being, shall be four, and the remainder shall consist of the five Senior Professors of Arts and Faculties of the said College, and the Principal of the Minor, or Upper Canada, College—

Nothing can be plainer, or more explicit, than the Language of this Act :—"The Members," etcetera—"shall be" . . . "Twelve in number," "of whom the Speakers of the Two Houses of the Legislature and the Attorney and Solicitor General shall be four, and the remainder shall consist," etcetera,

I am of opinion, that the moment Mr. Blake was sworn in as Solicitor General, he became, *ex-officio*, a Member of the College Council, and one of the four particularly named, in the Act : and I cannot conceive, that by any construction of a subsequent part of the same Act, he can be held to be one of the remaining six.

The Act of Parliament having given him a seat at the Council Board, as Solicitor General, and having declared that, as such, he shall make one of the Council of Twelve, in my opinion destroys his right to a Seat as a Professor, or rather places it in abeyance—

There appears to me, to be nothing in the Act, to prevent Professors in the University from being appointed Speakers to the Two Houses of the Legislature, Attorney-General and

* This Act is printed on pages 88, 89 of the Third Volume of this Documentary History.

Principal of Upper Canada College, as well as Solicitor-General, and in such case, should they all have a right to take their Seats in both capacities, and elect to do so, the Council would be reduced to seven members, contrary to the letter and spirit of both the Act and Charter—

Taking this view of the case, I am of opinion that Mr. Blake cannot take his Seat as a Member of the Council in both capacities, and that so long as he retains the office of Solicitor General, he must, whenever he takes his Seat, take it in that capacity.

JAMES E. SMALL.

TORONTO, 29th July, 1848.

The Council were unanimously of opinion, that Professor William R. Beaumont had a right to the Seat in Council, and that the Summons was correctly issued—whereupon, Professor Beaumont signed the Declaration and took his Seat in the Council.

The following recapitulation of the Financial Statement laid before the Council by the Bursar on this day, is inserted :—

<i>Recapitulation of Securities.</i>	Amount on the 30th of August, 1848.			Amount on the 27th of September, 1848.		
	£	s.	d.	£	s.	d.
Negotiable Securities.....	27,912	10	8	27,912	10	8
Lands in Fee.....	20,126	14	8	20,126	14	8
Securities in Bond, or Mortgage.....	12,551	17	4½	12,551	17	4½
	£60,591	2	8½	60,591	2	8½
Add, Interest accrued on Debentures.....				801	9	11
Cash Balance in the Bank of Upper Canada.....				809	15	2
Cash Balance in the Bursar's hands.....				287	2	4½
Grand Total.....				£62,489	10	2

Read the following Letter from Major T. E. Campbell, Private Secretary, stating that His Excellency the Chancellor, has appointed Skeffington Connor Esquire, LL.D., to be Professor of Law in the University of King's College :—

I have the honour, by command of the Chancellor, to state, for the information of the College Council, that His Excellency has been pleased to appoint Skeffington Connor Esquire, of Toronto, Doctor of Laws, to be Professor of Law in the University of King's College.

MONTREAL, 13th of September, 1848.

T. E. CAMPBELL, Major.

Also read a Letter from Doctor Connor, acquainting the Council of his appointment. His Excellency's Warrant, dated the 13th of September, 1848, appointing Doctor Connor as Professor of Law was also produced and read.

September 30th, 1848. The Reverend Doctor Beaven presented the Report relating to the Students' Residence in the new Building, as required of him on the 20th of July last. Whereupon it was Moved by Professor W. C. Gwynne, seconded by Professor William R. Beaumont, and

Resolved that, the Report now presented by the Dean, relative to the Annual Expenses, incurred by the University, in consequence of the Residence of the Students in the new Building, be received, and that the same be entered upon the Minutes of the day, with the Appendix which the Dean proposes to add. (*Carried*)

(NOTE. Doctor Beaven made an extended statement on the subject, which is inserted in the Minute Book, but is not reprinted here.)

Moved by Professor Gwynne, seconded by Professor William R. Beaumont and :—

Resolved—, That, inasmuch as it appears from the Report furnished by Doctor Beaven, the Dean, in reference to the expenses, incurred by the residence of the Students in the University Buildings : that the College is incurring an annual expenditure, averaging per annum, for the period to which the Report alludes, about £319— : and that, inasmuch, as the number of Students taking advantage of the privilege of residence, does not average, for the said period, more than fourteen Students ; it is inexpedient any longer to continue a System, attended with such expense, that the same be accordingly discontinued at the expiration of the current Term.—

The discussion, on this Motion, was deferred until the next Meeting.

October, 25th, 1848. The Bursar submitted his three usual Monthly Financial Statements. The Recapitulation showed that the gross balance on the 27th of September, 1848 was £62,489. 10. 2, and on the 25th of October, 1848, it was £62,504. 15. 2.

The following Letter, from the Lord Bishop of Toronto, was read:—

I have the honour to acknowledge your Letter of September 8th., (which my absence on duty prevented me from noticing sooner,) containing proceedings of the College Council, relative to some drafts of Statutes, said to have been transmitted to me, while President of King's College; by the late Sir Charles Bagot, then Chancellor of the University, for my advice, before submitting them to the College Council,"—

Your Letter concludes with the following resolution—That the Lord Bishop be requested to authorise the President to transmit to the Council the Statutes referred to for their information.

Having little, or no, recollection of the alleged Statutes, I wrote a note to the Reverend Doctor McCaul, the President, requesting him to return them to me, which request was immediately complied with—

On examining the papers, I find them to be the rough drafts of the two Statutes, which His Excellency, Sir Charles Bagot, after he should have consulted with me, as provided for, in the Charter, prepared to submit for the consideration of the College Council.

The result of the consultation, or reference to me, accompanied the drafts, when sent back to Kingston, and in due time they were returned, with such modification, as to His Excellency, the Chancellor seemed good,—and then laid before the College Council, and were passed by that Body, like all other Statutes, Rules and Ordinances, after mature deliberation.*

Such being the facts of the case, I feel much regret at not being able to comply with the Resolution of the College Council.

The advice given on this; as an all similar occasions, whether adopted, or not, was strictly confidential—

The Chancellor is "required and enjoined" by the Charter to "consult with the President and next Senior Member of Council respecting all Statutes, Rules and ordinances to be proposed to the said Council for their consideration."

Now, it is evident that such consultations are, from this nature, private and confidential, and intended to be so, and, therefore, no fit matters of communication, beyond the three immediately concerned; accordingly, during the twenty years of my Presidency, no request was ever before made to me, by the Council for information respecting any of the many consultations, I had, from time to time, with the different Chancellors, relative to the Measures to be brought before them—

I think it but justice, to add, that, on the occasion alluded to, the Senior Member of Council, though consulted by me, so far as I can recollect, offered no advice, and is, therefore, no more responsible for the Statutes, than any of the other Members of the Council who passed them—

JOHN TORONTO.

TORONTO, 4th October, 1848.

The wish of the President, expressed to the Council on the 30th of August last, (page 239) to change his residence, and have house-rent assigned to him, was taken into consideration, when it was moved by Doctor Beaven, seconded by Mr. F. W. Barron:—

That; as the Reverend Doctor McCaul, President of the University, has hitherto occupied the House, which was formerly assigned to him, as Principal of Upper Canada College, and is now desirous of quitting it, a sum of money be allowed to him for House-rent, in accordance with the Statute, by which he has been appointed President, equal to that which has been allowed for his rent of that House, as Vice-President, and that he be at liberty to choose his own place of residence; until the official residence be provided for the President on the University Grounds.

A vote having been taken on this Motion, it was carried; the Yeas were: President McCaul, Doctor James Beaven, Professor John King and Principal F. W. Barron of Upper Canada College,—4. Nays: Professor H. H. Croft, Professor W. C. Gwynne and Professor William R. Beaumont,—3.

October 28th, 1848. The Motion of Professor W. C. Gwynne, on the Dean Beaven's Report, on the Students' Residence, was discussed, and being put, the following amendment was proposed by the President, seconded by the Dean, that, previous to defining any period, for the

* See page 198 of the Fourth Volume of this Documentary History, and page 137 of the Sixth Volume.

discontinuance of the system, at present pursued in the New Building, it is proper, that the Council should be in possession of full information relative thereto; and with this view it is expedient that a Committee be appointed to enquire into and report, with all despatch, on the details of that establishment—which Amendment was then put and lost. The original Motion was then put and carried—

Moved by Professor W. C. Gwynne, seconded by Professor William R. Beaumont, and :

Resolved, That this Council are of opinion, that all the expenses incurred by the Residence of Students in the University, should be liquidated by the fees paid by the Students residing :— And that, after the present Term, the Council will not sanction the adoption of any system, relating to the residence of Students, which creates a demand upon the funds of the University—

Which Motion, being put, the President moved in amendment—seconded by the Dean, That it is highly inexpedient for the Council, to pledge itself to any course relative to the expenses attending the residence of Students in the New Building, until the system pursued in that establishment has been investigated by a Committee, and a report has been made on the subject. Which amendment being put was lost. Whereupon, a second amendment was moved by Professor W. H. Croft, seconded by the Principal F. W. Barron of Upper Canada College, and

Resolved—That in the original Resolution, the word “current” be inserted previous to the word “expenses,” and that the portion subsequent to the word “residing” be omitted, which amendment was put and carried—

November 1st, 1848. Moved by Professor W. C. Gwynne, seconded by Professor William R. Beaumont,

That the present unappropriated Cash Balance in the Bank of Upper Canada. (£1,314 : 12. 2.) be invested at the market price, if not above par, in the Government Debentures of £5 and £2. 10. 0, issued since the commencement of the year; and that the Bursar be authorized to make a similar investment of any Cash Balances that may not be immediately required to meet necessary expenditure. (*Carried*)

Moved by Professor W. C. Gwynne, seconded by Professor William R. Beaumont :—

That a Monthly Return of all such sums as may have been, from time to time, invested in Government Debentures of £5. and £2. 10. 0, issued since the commencement of the current year; and that the Debentures be deposited in the University Chest in the Bank of Upper Canada, and therein preserved as an investment, until otherwise appropriated by the Council. (*Carried*).

Moved by Professor W. C. Gwynne, seconded by Professor William R. Beaumont ;—

That the Bursar be directed to call upon the proper Officer of the Bank of Upper Canada to refund the amount of cash advanced out of the Funds of the University by the Bursar, under the authority of Doctor Strachan, the late President, upon the following Debentures,—namely, Number 269 of the City of Toronto, and from Numbers 1 to 16 of the London District Jail; the Cashier of the Bank having undertaken to do so upon demand; and that the same be invested as directed by the previous Resolution. (*Carried*.)

Read a Letter from Mr. Michael Barrett, First English Master in Upper Canada College, requesting to be relieved from the duties of Assistant Master of the College Boarding House.

The difficulties attending the existence of the Boarding House, under the present system, having been discussed, the Principal of the College was requested to present a Resolution on the subject at the next Meeting of the Council.

November 2nd, 1848. As requested at the last Meeting, Mr. F. W. Barron, Principal of Upper Canada College, laid before the Council his report on Mr. Michael Barrett's application, in regard to the Boarding House, and recommended :—

1. That, the present system of management of the College Boarding House be changed at the ensuing Christmas Vacation.
2. That the Building be divided into two separate Residences, with two Masters,—one in each.
3. That in its present state, it be placed in the hands of the Principal, who could conduct the Establishment, with the assistance of one of the Classical Masters.

Whereupon Professor W. C. Gwynne moved, seconded by Professor William R. Beaumont :—

That the first and third recommendations of Principal Barron be adopted, (on certain conditions). (*Carried*) (The other business transacted at this Meeting was of no public interest.)

November 3rd, 1848. A Memorial from Mrs. Cosens was read, in regard to the Boarding House of which she was Matron; but the Council did not deem it advisable to depart from the arrangements already agreed to.

November 4th, 1848. The business of the Meeting was entirely confined to the discussion on the future Regulations respecting of the University.

(NOTE. No particulars of this discussion are given in the Minutes.)

November 8th, 1848. The discussion on Regulations affecting the future of the University was terminated at this Meeting. (NOTE. No particulars are given in the Minutes.)

November 15th, 1848. The Principal of Upper Canada College reported that the Fire Brigade had rendered efficient services at the fire at the College Boarding House that morning. He was authorized to present the Chief Engineer with Five pounds on the part of the Council, as a recognition of the services rendered.

November 16th, 1848. No quorum being present, no business was transacted. An informal order was made recognizing the right of way of the Law Society, as claimed, in the College Avenue.*

November 22nd, 1848. A second Memorial from Mrs. Cosens, Matron of the Upper Canada College Boarding House, was read, when it was moved by Solicitor-General W. H. Blake, seconded by Doctor Beaven :—

That the College Council feels a pleasure in assuring Mrs. Cosens, that the vote of the Council relative to her retirement from the office of Matron of the College Boarding House had no reference to her conduct in the discharge of those duties, which had been uniformly satisfactory to the Council ; and her removal has been caused only by the necessity of making essential changes in the Institution. (*Carried*)

November 25th, 1848. Mrs. Cosens' Memorial was further considered, and it was agreed that she should retain certain articles of furniture, in lieu of claims which she presented, and also receive One Hundred and Twenty-five pounds, (£125,) including a sum already voted to her, —Professor John King dissented.

November 29th, 1848. The Bursar presented his usual Three Monthly Financial Statements. (I only insert the recapitulation of them) :

Nature of Investments.	Amount on the 25th of October, 1848.			Amount on the 29th of November, 1848.		
	£	s.	d.	£	s	d.
<i>Recapitulation of Assets.</i>						
Negotiable Securities.....	27,912	10	8	26,242	10	8
Lands in Fee.....	20,126	14	8	20,126	14	8
Securities in Bond or Mortgage.....	15,578	9	7½	13,578	9	7½
	£61,617	14	11½	59,947	14	11½
Additional	1,887	0	2½			
Gross Total	£62,504	15	2			
Add Interest accrued on Debentures				729	1	0
Add Cash Balance in Bank of Upper Canada				3,159	10	1
Add Cash Balance in Bursar's hands				85	9	1
				£63,921	15	1½
Transactions in Short Government Debentures.						
Belonging to the Corporation on the 25th October, 1848, as ordered				555	0	0
1848. November 3rd. Purchased	65	0	0	230	0	0
1848. November 27th. Purchased	157	0	0			
1848. November 28th. Purchased	7	10	0			
				£785	0	0

*For information on this "Right of Way" See Note on page 225 of the Second Volume of this Documentary History.

December 20th, 1848. Moved by Professor W. C. Gwynne, seconded by Professor H. H. Croft, and—

Resolved, That the Bursar be directed to procure from the Solicitor of the Council, a legal opinion, at his earliest convenience, relative to any claim which the Corporation of King's College may have against Chief Justice Robinson, for damages arising from the circumstance of his having conveyed to this Corporation under Deed, dated December 1st, (! 2nd), 1829 ; certain lands upon which it appears that the Law Society have a legal and just claim, by virtue of a Deed previously granted to them, by the Chief Justice.* (*Carried*)

Moved by the President McCaul, seconded by Professor H. H. Croft :—

That the sum of Fifty pounds, (£50,) be paid to Professor Henry Sullivan for extra services, discharged during the Medical Session of 1848-9.

Which motion being put, the following Amendment was proposed by Professor William R. Beaumont, seconded by Professor W. C. Gwynne :—

That an Address to the Chancellor be made to obtain a Statute, authorizing the annual payment of £50, to the Professor of Practical Anatomy, for certain extra duties, connected with the Anatomical Department, and performed by him, during the Medical Session ; such sum having been previously voted to him annually, by the Council, this course of appropriating the said sum, being in accordance with the Visitors' opinion, expressed in the Minutes of January the 28th, 1846.†

Which Amendment, being put, was lost ; whereupon the original motion was put and carried—

December 6th, 1848. No business of public interest was transacted.

December 9th, 1848. No quorum being present, no business was transacted.

December 16th, 1848. On certain conditions, the right of the Reverend Henry Scadding, M.A., Classical Master of Upper Canada College, to a Residence, in terms of a Council Minute of December, the 26th, 1834, was acknowledged. By his consent, Mr. J. P. de la Haye was allowed to occupy the President's late Residence for the purpose of receiving boarders of Upper Canada College.

At the request of Mr. F. W. Barron, the Principal of Upper Canada College, he was relieved of the responsibility of the College Boarding House, which he had assumed under a Minute of the Council, on the 2nd instant. (See page 242 of this Volume.)

The President submitted certain Resolutions passed by the Medical Faculty of King's College University. He also laid on the Table a Letter from the Trustees of the Toronto Hospital, in regard to the Medical Faculty of the College. Deferred.

December 21st, 1848. The subject of the future arrangements of the Upper Canada College Boarding House, rendered necessary in consequence of the Principal of the College being relieved from his engagement relative thereto, which had been discussed at the last meeting, having been again brought forward :—The Council was of opinion, that it was highly desirable that the Public should not be deprived of the benefits which they had, for so many years, enjoyed from the Upper Canada College Boarding House ; and that, therefore, the basis of any arrangement should be the preservation of that Establishment.

The Principal also having stated the great inconvenience, to which he was subject from the supervision, which he had to exercise over the Boarding House, and expressed his opinion that the Establishment might be advantageously conducted by one of the Masters, on whom, the responsibility of its charge should devolve—It was ordered, that the applications of the Reverend Walter Stennett, Third Classical Master and Mr. Michael Barrett, First English Master, be read—

Whereupon it was moved by Professor John King, seconded by Doctor James Beaven, that the charge of the Upper Canada College Boarding house, be committed to the Reverend Walter Stennett, Third Classical Master, on the same terms on which the Principal accepted it (page 242.) ; on condition, that he assumes the whole responsibility of its supervision and care ; and that the existing rates of charges be continued. (*Carried.*)

The Letter from the Secretary of the Trustees of the Toronto Hospital, was taken into consideration—when the Bursar was directed to make to him, the following communication :—

I am directed, by the Council of King's College, to acquaint you, for the information of the Trustees of the Toronto Hospital, that they have had under consideration, your Communication of December 11th to Professor H. H. Croft, which, was referred to them, by the Faculty of

* See copies of Deeds of the Site of King's College on pages 222-226 of the Second Volume of this Documentary History.

† See page 212 of the Fifth Volume of this Documentary History, and pages 112 and 114 of the Sixth Volume.

Medicine of the University, I am instructed to express the gratification, with which, the Council, here, remark, that the Trustees “will most cheerfully” give every facility, which the Hospital is capable of affording to such Professors, or Lecturers, in Clinical Medicine and Surgery, as the Council of King’s College may appoint.”

The Council, not only most willingly assent to the conditions on which this liberal offer is made, but will also apply to the benefit of the Hospital, all the fees paid by Students, attending the Clinical Lectures.

I am further instructed to state, that the Council have appointed John King M.D. and W. R. Beaumont, F.R.C.S.L. respectively, Professors of Clinical Medicine and Surgery, and that they propose fixing the Fees for attendance, during the Medical Session of the University at £1. 10. 0.

H. BOYS, Bursar of King’s College.

TORONTO, 22nd of December, 1848.

December 22nd, 1848. There being no quorum, no business was transacted.

December 27th, 1848. The Bursar submitted his three Monthly Financial Statements. The following Recapitulation up to date is inserted :

Recapitulation of Assets.			£	s.	d.
Negotiable Securities.....			27,215	0	8
Lands in Fee.....			20,126	14	8
Securities in Bond, or Mortgage.....			13,578	9	7½
			60,920	4	11½
Add Interest accrued on Debentures.....			744	10	0
Add Cash Balance in Bank of Upper Canada.....			1,881	8	1
Add Cash Balance in Bursar’s hands.....			79	16	11
Transactions in Short Government Debentures.					
Remaining on hand on 29th November, 1848	785	0 0			
Purchased within this Month.....	980	0 0	1,765	0	0
			£65,690	19	11½

December 29th, 1848. There being no quorum present, no business was transacted.

CHAPTER XXIV.

PAPERS RELATING TO THE KING’S COLLEGE UNIVERSITY QUESTION, 1847, 1848,

The Years 1847 and 1848 were fruitful in controversies and discussions on the long agitated University Question.

One of the most noted episodes in that protracted Controversy was the singular incident of the acceptance, by Doctor Strachan, President of King’s College University, of the Macdonald University Scheme,—as detailed on pages 33, 34 of this Volume,—and the abrupt and unexplained after withdrawal, by Doctor Strachan, of that acceptance.

On pages 35, 36 of this Volume I have sought to account for this extraordinary proceeding on the part of Doctor Strachan ; but no reasons for it appear specifically in any of the papers, or letters, which I have been able to procure for this Volume.

I. ACTION OF DOCTOR McCaul ON SEVERAL UNIVERSITY MATTERS.

The only reason which appears to account for the action of the President of King's College in this matter may be gathered from the facts, which are patent upon the records of King's College Council. These facts would indicate that a decided antagonism must have existed, (in regard to the proposed settlement of the University Question by the Honourable John A. Macdonald,) between Doctor Strachan and Doctor McCaul, the President and Vice-President of King's College. How that antagonism on this Question arose can only be gathered from circumstances, which are incidentally brought out in the Minutes of the Council of King's College. From those Minutes, the following facts may be stated :

First. That while Doctor Strachan, the President, accepted the settlement of the University Question, as proposed by Mr. Macdonald, Doctor McCaul, the Vice-President, repudiated it *in toto*, in his Letter of reply to that of Mr. Solicitor-General, J. Hillyard Cameron, who had been deputed to lay the Macdonald University Scheme before the King's College Council, of which he was a Member. In that Letter of rejection of the Scheme, Doctor McCaul made no reference to the views of the President on the subject. (See pages 40, 41 of this Volume). Nor is there any evidence to show that they had ever exchanged views on the subject. After his appointment as President, Doctor Strachan spoke highly of Doctor McCaul's fitness for the position. Why they differed so entirely on the Macdonald University Scheme does not appear.

Secondly. That after the 6th April, 1847, Dr. Strachan never again attended a Meeting of the Council of King's College ; and there is no evidence to show that he took any part directly, or indirectly in the act of the Council in rejecting the Macdonald University Scheme, in July, 1847,—to which he had given his consent some time previously. He resigned the Office of President of the University in January, 1848.

Thirdly. That, while Doctor Strachan's attitude on the University Question had always open and outspoken, (from his own standpoint,) that of Doctor McCaul was quietly obstructive. He voted against the passage of a Statute, in regard to the Office of President of the University, (and its emoluments,) which had been sent by the Chancellor to the King's College Council in March, 1848. It was again sent by the Chancellor, (after its rejection in that month,) in July, 1848 ; and, although it received the assent of the Council, it was opposed all through by Doctor McCaul. He also objected unsuccessfully to the passage of another Statute from the Chancellor, providing for the appointment of three Commissioners, (page 237 of this Volume,) to enquire into the Financial Affairs of King's College University and of Upper Canada College.

II. THE HONOURABLE ROBERT BALDWIN ON THE LIMITS OF GOVERNMENT CONTROL IN EDUCATION.—THE UNIVERSITY QUESTION.

In his Address to the Electors of the Fourth Riding of the County of York, issued in December, 1847, Mr. Baldwin thus explained to his Constituents what were his views on the current questions of Popular Education and University Reform :

As respects Education, I am for leaving it, more particularly in its elementary branch, as much under the direction and control of parents as is consistent with a useful uniformity, and the practical working of the system.

And while I would be far from rejecting what was good in the institutions of other Countries, let the form of their governments be what it may, I am not prepared to admit, that the influence of a Central Executive should be predominant in every School Room in the Country, or that the State should usurp the place of the parent of the child, in the sense understood either by some of the free nations of antiquity, or by some of the despotic governments of modern Europe. I should, however, endeavor to place Education and all its branches, within the reach of the whole community, and, to this end, I would not only preserve the appropriation already made, but I would seek every opportunity of increasing and enlarging the means by which the knowledge, the intelligence, and mental improvement, so essential to the welfare of a free people, might be advanced and extended.

Then, as respects that portion of this important question, which is involved in the constitution of the University of King's College ; while I am adverse to the destruction of that valuable Institution, by the partition of its Endowment, I am for placing it upon a liberal footing, by which it will be relieved of that character of exclusiveness, which now attaches to it, and rendered instrumental in diffusing the blessings of a high standard of education throughout the Province. I am, therefore not in favour of the Bill of the present Ministry, which, I am satisfied, is nothing but a "delusion and a snare," and which, when the state of the Endowment comes to be fully examined, will be found to leave nothing for the Grammar Schools, which, I am persuaded, have been referred to in it, merely for the purpose of trying by that means to catch some breath of popular favour. But, if the Endowment is to be diverted from its original purpose, I am then, for such an application of it, as will render it really available to the people, by appropriating, not merely an illusory and unreal surplus, but the whole Endowment to Grammar and Common Schools.

ROBERT BALDWIN.

TORONTO, December, 1847.

III. PROTESTS FROM MEMBERS OF VARIOUS RELIGIOUS BODIES AGAINST THE MACDONALD UNIVERSITY "PARTITION" SCHEME.

I insert in this place the following "Address on University Reform," prepared by a Committee, on behalf of a number of influential persons belonging to various Churches in Toronto, as illustrating part of the different phases in the history of the times, through which the King's College University Question passed.

This Address includes a great many statements, referring to matters of fact and to various incidents connected with the past history of the University Question.

With a view to a better understanding of the statements made, and the points at issue between the two parties—who took opposite sides on this prolonged and vexatious question,—I have appended a number of explanatory and reference footnotes.

As is usual in such controversial cases, when strong feeling is predominant, many of the statements made in this Address are somewhat overstrained, and are, therefore, scarcely historically reliable. Besides the allusions made to the out-

lying Colleges were neither fair nor dignified in so elaborate an Address, signed by so many notable men. For instance, in paragraph 26, (on page 254 of this Volume) the signers of the Address say :—

We ask you whether a few sickly Sectarian Seminaries,—Victoria, Queen's, etcetera—luxuriant in the bitter rivalry of Creeds, with pretensions to academic distinctions and degrees derided by every University in Europe ;—with professors too few to be more than partially educated in some of the branches they must teach, and indifferent towards those to which they are called, by necessity, rather than by inclination ; etcetera

So much of the spirit of this passage characterizes the Address, that a large portion of its argumentative value is lost in mere denunciation. As part, however, of the educational history of more than fifty years ago, I insert it as one of the characteristic papers of the day, relating to the University Question.

IV. TORONTO ADDRESS ON "UNIVERSITY REFORM."

ADDRESS TO THE PEOPLE OF CANADA BY THE CENTRAL COMMITTEE, AT TORONTO, FOR PROMOTING UNIVERSITY REFORM.

Fellow Countrymen,—When we addressed you last, in 1846,* we warned you of the scheme, which had then been recently mooted, of partitioning the University Endowment, among a few Religious Denominations for Sectarian purposes. Since that warning was given, the project, which filled our minds with indignation, even when proceeding from the Party unremittently hostile to popular rights and religious liberty, has been adopted and embodied in a Legislative Measure by the Responsible Ministers of the Crown, in this Province, who have asked the sanction of your Representatives to the work of spoliation, and have not scrupled even to appeal to yourselves on a plan for depriving you and your children of your noblest and most invaluable right.

2. In such extraordinary circumstances, we deem it our solemn duty to call your attention to the present position of this important question.

A NUMBER OF HISTORICAL FACTS AND INCIDENTS RECALLED.

3. After many years of incessant conflict with the party who attempted to deprive you of a munificent Educational Grant, by means of an exclusive Charter, obtained from the Crown, in 1827, on calumnious and fraudulent representations ; †—after repeated remonstrances and appeals against that Charter, carried to the Throne itself, by the people and their Representatives : ‡ after a full and most satisfactory exposure of the gross misrepresentations on which it had been obtained, by a Select Committee of the British House of Commons, § and the opinion of the leading Statesman of England, unhesitatingly expressed against the dangerous principles on which the Charter was framed :—

4. After a deliberate suspension of that Charter, by the British Government, ¶ until it had been remodelled by the Provincial Legislature, and a solemn disavowal by the Colonial Ministers, of any anxiety having been felt by the "King's Government, to maintain that Charter against the wishes of the great majority of the people"—with the distinct declaration, "That every measure had been taken to refer to their representatives, the decision of the question, in what form and on what principles the College should be founded"—**—The Legislature of Upper Canada at length proceeded, on the invitation of the Crown, to dispose of one of the most important and vital questions, that has ever agitated this Country—namely, whether the administration and advantages of the University were to be monopolized by the Episcopal Church :—or whether the University, as a great Provincial Institution, endowed with funds for general education, was to be secured beneficially and inalienably to the people of Canada and their posterity.

* Page 111 of the Sixth Volume of this Documentary History.

† The "Appeal" made by Doctor Strachan in England, which contains the "representations," here referred to, will be found on pages 215—221 of the First Volume of this Documentary History. The Charter itself is printed on pages 222—225 of the same First Volume.

‡ See pages 240—242 of the same Volume. § See Chapter xlv of the same (Sixth,) Volume.

¶ In regard to the suspension of King's College Charter, see Note on page 216 of the Second Volume of this History.

** See Lord Goderich's Despatch of the 8th of November, 1832, from which these extracts are taken, on page 112 of the Second Volume of this History.

THE PASSING OF THE KING'S COLLEGE CHARTER AMENDMENT ACT OF 1837.

5. In March, 1837, a Legislative Measure, passed in both Houses, without opposition, received the Royal Assent and became the law of the land*—Defective in its details, as this Measure undoubtedly was, the great principle for which the people had been contending—Religious equality among the sects—was fully recognized, and was supposed to have been finally set at rest. The Episcopal test was abandoned, and Episcopal supremacy abolished—Equal privileges were secured to all classes, and Religious Denominations, and the people beheld, with pride and satisfaction the prospect of possessing a noble School of Literature and Science, in which the rewards of intellectual ardour and a generous emulation might be obtained, without injury to the rights of conscience and irrespective of party, or of creed.

6. In what manner, these lofty inspirations have been crushed, and the law of the land daringly subverted, it becomes your serious duty to enquire.

STATEMENTS AS TO HOW THE CHARTER AMENDMENT ACT OF 1837 WAS CARRIED OUT.

7. It is too often the misfortune of strugglers for popular rights, that the people are disposed to remain satisfied with the naked and abstract recognition of their claims.—The checks and securities, by which their rights are to be protected and permanently retained, are forgotten in the hour of triumph. Those who have constantly opposed the progress of opinion are allowed to settle the details, and to carry into operation the very principles against which, they have contended; and thus to defeat, by Executive Measures, the Legislative Enactments which were intended to secure those principles from perversion.

8. And thus, unfortunately, it has been with the University of King's College. The parties, who had long trampled on popular rights; who, by misrepresentation, had deceived the Crown, and betrayed the people; who, notwithstanding, the public and solemn declaration of perfect religious toleration, contained in the amended Charter, had never relinquished their long cherished intention of perverting the Institution to their private and sectarian views, were retained in the exclusive control of the Endowment: and the friends of the University and of Education, behold, with alarm, the law of the land, silently, but perseveringly subverted, the Endowment misapplied in loans, to the Episcopal Church, and to Members of the Council, or frittered away in wasteful and frivolous expenditure. They saw, with indignation, the Professor's Chairs made subservient to plans of political expediency, the Council Board made a nest for hatching schemes of Church predominance and personal aggrandizement, the great and sacred interest of Education sacrificed amidst dishonorable intrigues and fiery contentions respecting emoluments: and, at length, on the opening of the Institutions in 1843,† they beheld the majesty of the law trampled on, and defied, and a recurrence to the original Charter, openly avowed and advocated, in presence of the assembled youth, by the Head of the Institution.‡

9. The scheme, by which this object was to be accomplished, was daringly planned and dexterously executed. The High Church Party foresaw the advantage of stamping an Episcopal character on the Institution at its outset, and thus giving to future opposition the impress of an assault on those who were apparently administering the law. The plea of "vested rights" was raised on the ground, that the amended Charter had never been accepted by the King's College Council.§ By this cunning device, popular attention was successfully diverted, from the law, as it then stood on the Statute Book. In the midst of idle enquiries respecting the intentions of the Royal Founder, and subtle disquisitions on "vested rights," the principle of religious equality established by the Legislature, was practically undermined by the College Council. A Theological Chair was instituted, from which the doctrines of the Church of England were to be taught by a Professor selected from the University of Oxford.¶ With one exception, the other Professors were taken from the bosom of the Episcopal Church. An Episcopal Chapel was erected for the use of the Students; the discipline, and, even the dress of Oxford was studiously imitated and adopted, a degrading system of proselytism, through dispensations, ostentatiously granted, was introduced, the rewards and honours of the Schools of Law and Medicine were made to depend on the strength of religious scruples, and, thus, the opponents of an usurpation were placed in the false and disadvantageous position of assailing a System apparently established.

* This Act is printed on pages 88, 89 of the Third Volume of this Documentary History.

† See pages 277—292 of the Fourth Volume of this Documentary History.

‡ See page 284 of the same (Fourth,) Volume.

§ See Speech of the Honourable William H. Draper, Counsel of King's College on pages 36—47 of the Fifth Volume of this History.

¶ Page 293 of the Fourth Volume of this Documentary History.

THE PROPOSED DRAPER UNIVERSITY LEGISLATION OF 1845 AND 1846.

10. For a time, the device was eminently successful, but at length its authors were forced into a new position. The legal advocate of "vested rights" [The Honourable William H. Draper] was called to the Councils of the Crown, and, under the pressure of public opinion, he himself inflicted the death blow on his own ingenious hypothesis, by the introduction of a Measure, recognizing to the fullest extent, the vested rights of the people, and reclaiming the Institution to the purposes of its original foundation. The note of alarm was sounded among the monopolists. Their hired advocate, [W. H. Draper] had become at once a Cabinet Minister and a renegade to his principles. The delusion of a vested monopoly had been dispelled by their once vaunted champion, and the usurpation was tottering to its fall.

THE PROPOSED MACDONALD UNIVERSITY LEGISLATION OF 1847.

A new expedient was adopted to deprive the people of their rights. A plan of spoilation was devised this year, by which the Episcopal Church was to be secured in three-fourths of the spoil, and a few of the other Religious Denominations were to be bribed into silence. And the sanction of the Provincial Administration was readily given to a scheme, which promised to afford them denominational support, and at the same time to rid them of a perplexing question, with which they had neither the courage nor the ability to grapple.*

Fellow Countrymen! 12. That Administration has not scrupled to ask your consent to your degradation. You have been asked to barter your dearest rights, and the noble inheritance of your children for delusive promises, which never can be fulfilled. You have been asked to sacrifice the most magnificent Educational Endowment, of which this Continent can boast to a few Sectarian Colleges already languishing, because of the exclusive principles on which they are founded. You have been asked to squander this noble Endowment, legally secured to you, without distinction of party, or creed, among the Leaders of a few Religious Denominations, whose cupidity has made them, the willing prey of a needy Administration. Before such consent is given, before you relinquish the valuable rights, thus secured to you and to your children, we entreat you to examine the details, and seriously consider the character and tendency of the Measure, by which the iniquitous work of spoilation is to be carried into effect.

13. By the Macdonald Bill introduced by the Government into the House of Assembly during the last Session, and withdrawn under a distinct pledge, that it would be renewed in the next,† it was proposed to invest the Endowment of the University in a Board of five Persons, appointed respectively by the Crown, and the four several Sectarian Colleges already chartered and now in operation. It was proposed to convert King's College into a strictly Episcopal Seminary, under the exclusive management of the Members of the Church of England,—the three other Colleges, belonging respectively to the Roman Catholics, the Methodists and Presbyterians, (in connection with the Church of Scotland,) retaining their original character, and pursuing the objects for which they were severally founded.

14. It was proposed to have King's College so remodelled, in possession of the Buildings already erected, the Library, the Phil-sophical Apparatus and the Lands situated at Toronto; by far the most valuable and available portion of the Endowment. From the Consolidated Endowment Fund, it was proposed to provide King's College with an annual income of Three Thousand pounds, (£3,000.) and each of the other Colleges, with One Thousand, Five Hundred pounds, (£1,500,) per annum. And out of a supposed surplus of income, it was proposed to endow Grammar Schools, to be established in the several Districts of the Province.‡

QUESTION OF THE DIMINISHING UNIVERSITY INCOME DISCUSSED.

15. If the Government had been solicitous of keeping faith, even with the Religious Denominations, from whom they thus proposed to purchase political support some anxiety would naturally have been felt, lest so important a financial arrangement should have run no risk of failure from want of the necessary funds. But so little interest was evinced by the Government, in this part of the negotiation, that notwithstanding the charges of mal-administration, that have been made, no investigation was instituted into the state of the Endowment. Even the Annual Returns of the Corporation since the opening of the Institution were not submitted to Parliament, and, although the sources of income, have, since that period, greatly diminished, and the evidence of that diminution was in the hands of the Administrators, yet, in 1843, the date of the last Parliamentary Returns, the estimated of Income fell far short of the purposes contemplated in the Macdonald Measure, submitted by the Government.

* The details of this proposed Measure are given on pages 4-7 of this Volume.

† Page 20 of this Volume.

‡ Pages 4 and 5 of this Volume.

16. As the honesty of the Administration, as well as the practicability of the Measure will be equally tested by an examination of these returns, we ask your particular attention to the following Financial Analysis :

17. By the Returns, (number eleven,) laid before Parliament in May, 1846, but which only exhibited the returns up to the end of the year 1843, the annual income of the University, and of Upper Canada College is estimated as follows :—*

NATURE OF INVESTMENTS—	Amount.			Annual Income.		
	£	s.	d.	£	s.	d.
Debentures at six per centum.....	25,122	19	5	1,507	7	6
Debentures at five per centum.....	550	0	0	27	10	0
Debentures at three per centum.....	2,025	0	0	60	15	0
Stock of the Bank of Upper Canada, at six per centum.....	250	0	0	15	0	0
Stock of the Gore Bank, at eight per centum	187	0	0	15	0	0
Lands and Mortgages.....	15,059	0	8	903	0	0
Rents about.....	£43,194	10	1	£2,529	3	4
Rents in arrears about.....	£16,500	say.....		1,500	0	0
				500	0	0
Purchase Money of Land Outstanding :—						
King's College.....	£57,659	3	9			
Upper Canada College.....	7,088	12	11			
Block "D." (Toronto)†.....	2,860	12	1			
	£67,605	8	9	3,909	0	0
Interest due on Purchase money, about....	£18,000	say.....		750	0	0
Fees of Students in the University, say....				740	0	0
Dues of Scholars in Upper Canada College, say one hundred and fifty boys, at £. 7 10 shillings each.....				1,125	0	0
Arrears of Dues of Upper Canada College, say.....				100	0	0
Annual (Imperial) donation to Upper Canada College‡.....				1,111	2	2
Estimated Annual Income of King's College.....				£12,255	5	6

Upper Canada College being left to its own resources, under the proposed Measure, the income arising from its endowments, dues and annual Parliamentary (Imperial) Donations§

* These Returns, as laid before the Legislature in May, 1846, (Appendix Q. Q. to the Journals of the House of Assembly for that year,) are by no means so meagre as is here intimated. There are thirteen principal Statistical Tables, relating to the finances of the University, and of Upper Canada College. Numbers One, Two and Six cover periods of fifteen years from 1828 to 1843 inclusive; Number Five from 1832 to 1843, inclusive; Numbers Eight and Nine from 1839 to 1843, inclusive. Others have full details of the Land Endowment of the University, and elaborate estimates of the possible income of King's College from 1842 to 1867,—twenty-five years. A statement of the Receipts and Expenditure of the University for 1844 is given, and also one for the same year of Upper Canada College. These latter Tables are not referred to. In them the income of King's College for 1844 is set down at a little over £21,000, (including £3,605 refunded by Upper Canada College,) and the Expenditure is stated to be a trifle over £20,000, (including investments, etcetera, £3,300); the income of Upper Canada College in 1844 is reported at £7,709, and the Expenditure at the same amount, including £3,605 repaid to King's College.

† For particulars of Block D, see page 289 of the First Volume of this Documentary History, and page 131 of the Second Volume.

‡ In regard to this Grant, see page 116 of the Third Volume of this Documentary History.

§ See Letter of Sir John Colborne, printed on pages 7 and 8 of the Third Volume of this History.

(of £1,000 sterling) will, of course, fail to be deducted. By the same returns, (numbers Five and Six,) the proceeds of sales of land belonging to Upper Canada College, and outstanding in 1843, amounting to..... £9,946 0 0
 While the funds actually invested* amounted to 2,440 0 0†

Estimated Annual Income of Upper Canada College£12,386 0 0

Thus reducing at six per centum, the annual income of the University by the sum of Seven Hundred and Forty Pound—(£740.)

18. In the, above statement of income, made by the King's College Council Returns to the House of Assembly, (number Eleven,) the Rents are estimated at £1,500 per Annum ; but, as, in the very next item, the arrears of rents are given at £16,500, the propriety of calculating on the entire amount, as a certain source of income is, at the least, questionable. Be that, however, as it may, the absurdity of introducing the sum of £500 for interest on these arrears into the estimate of income, is abundantly obvious, as every one knows, that, besides the legal bar to actions for rent after six years, as applicable to the greater portion of the arrears, the difficulty of collecting the principle is such, that no dependance can be placed on them as a source of income. And a very satisfactory test of the fallacy of this part of the estimate is to be found in the fact, that, so far from the arrears of rent having been reduced from the sum stated in the preceding year, the arrears increased from £15,377, in 1842 to £16,500 in 1843. (Returns to the House of Assembly, of May, 1846, number Fourteen,) and they may now fairly be reckoned among the losses sustained by the Institution. A consciousness of this important fact seems to have existed in the minds of the Members of the College Council, for, in a statement made by the Bursar to the Government in 1845, (although the arrears of rent are of the same amount as in 1843), the income from that source is only estimated at £100. (*Vide* Appendix to Memorial of the Professor of Anatomy laid before Parliament in May, 1846)‡

19. To what extent these observations will apply to arrears of purchase money outstanding, it is not easy to determine ; but, in the case, both of rent and of sales, it is abundantly clear, that until the principal is collected and properly invested, no safe, or satisfactory, estimate of income can be made.—And the fact that the College Council have not hitherto operated on these arrears, as a means of maintaining the Institution, but have avowedly diminished the Endowment by an equal amount, taken annually to meet the ordinary expenditure : shows the reliance, they themselves place upon the arrears as a source of income.—(*King's College Returns to the House of Assembly for 1843, Number Eleven.*)

20. The exaggerated estimate which the College Council have formed of their income, is curiously displayed in the next item of £750, which is given as compound interest on the arrears of purchase money. (Returns of 1843, to the House of Assembly of 1846, Number Eleven, as above.) In the same Returns, the Fees from the Students of King's College are estimated at £740, and as these will be lost to the consolidated income, under the proposed Macdonald Measure they fail to be deducted from the Estimate. The sum of £1,000 for Managing the Estate, and the further sum of £160 from taxes on lands, must also be deducted from the income.

21. Under the Macdonald Government University Measure, therefore, the available source of income, exhibited in the last Returns laid before Parliament, and assumed on the most favourable view of these returns, will stand thus :—

Gross annual income estimated by the King's College Council at	£12,225	5	6
Subject to the following deductions :—	£	s.	d.
Income from Investment's belonging to Upper Canada College.....	740	0	0
Interest on rents in arrears	500	0	0
Compound interest on purchase money	750	0	0
Fees of Students in the University	740	0	0
Dues of Scholars in Upper Canada College.....	1,125	0	0

* In the Return Number Five, here quoted, the " Amount outstanding " up to the end of 1843 is stated to be £7,085, and not £9,946, as given in this " Address." The amount collected, which is not here stated was £9,963 ; total £16,749.

† In the Return Number Six, from which this is taken, it is stated that the £2,440 here mentioned is a balance remaining over from the Expenditure of Upper Canada College for fifteen years ending in 1843. The estimated annual income of Upper Canada College is here set down as actually £131 more than that of King's College, whereas in the Returns laid before the Legislature it is stated to be less than £6,000.

‡ In regard to this Memorial, see page 205 of the Fifth Volume of this Documentary History. For the opinion of the Visitors of King's College on this Memorial, see pages 211, 212 of the same Volume.

	£	s.	d.
Arrears of Dues in Upper Canada College.....	100	0	0
Annual Imperial Donation to Upper Canada College, (£1,000 sterling,)....	1,111	0	0
Expenses of Managing the Endowment	1,000	0	0
Taxes on lands.....	160	0	0
Total deductions from estimated Income	£6,226	0	0

Leaving for net income, assuming all the purchase money of lands, outstanding to be available £5,999 5 6

By the provisions of the Macdonald University Bills it is proposed that the following sums shall be annually paid out of King's College income to the Colleges named :—

Annual sum to be paid to King's College.....	£3,000
Annual sum to be paid to Regiopolis College	1,500
Annual sum to be paid to Queen's College	1,500
Annual sum to be paid to Victoria College	1,500
	£7,500*

22. *People of Canada!*—In the face of these Returns, in the face of Returns furnished to the Government for the subsequent years, shewing the sources of income greatly diminished; but which they had not the courage nor the honesty to place before your Representatives; in the face of a statement of their income furnished by the College Council, to the Government for the express purpose of showing the financial impracticability of the proposed Measure, one of your Responsible Ministers, the same Minister who introduced the Bill, (the Honourable John A. Macdonald,) informed the House of Assembly and the Country, that the present annual income of King's College might be estimated at £10,000, and it was constantly increasing!† It was questionable whether the annals of Provincial corruption will exhibit a more audacious fraud, perpetrated for a purpose so unjust and unholy.

23. But the financial impracticability of the proposed University Measure, is perhaps its least glaring defect. For, if you will submit to further and direct taxation, you will, at least, enable your Government to keep faith with the Ecclesiastical Corporations, with whom, they have conspired to deprive you of your rights. There are other considerations, high and holy in principle, which must call forth your strong and stern resistance to a Measure fraught with the most disastrous consequences to your Country, to yourselves, and to posterity.

IS THE PARTITION OF THE UNIVERSITY ENDOWMENT A LIBERAL ACT?

24. The promoters of the University Partition Scheme attempt to delude you, as it may be, they have deluded themselves,—that it is a Measure of liberality, inasmuch as it distributes among four Religious denominations, the privileges and benefits, at present enjoyed by one. But, if these privileges and benefits belong of right to the Episcopal Church, how will those other Denominations justify the sacrilegious act, by which that Church is despoiled of its privileges and possessions? And, if the whole history of the Endowment, if numerous Despatches from the British Government; if the law, as recorded in the Statute Book of the Province, proclaim that the pretensions of the Episcopal Church are an usurpation, unjustly acquired and injuriously maintained, and that the advantages of the Endowment belong, and have been inalienably secured to the Canadian people and their posterity, how do those other Denominations justify a distribution, which is not equally participated in by all? Is it, that the favoured sects are more richly endowed with the Christian graces, than those, who are excluded? Is it, that their Theological opinions have reached the Government standard of civil rights? Is it that they enjoy a monopoly of morals and good citizenship? Is it that their numbers, their wealth, their intelligence, their influence, and activity, are greater, than those possessed by the rest of the people? Or, is it that their leaders have bent their time to Baal?‡

* For twelve full Statistical Tables, relating to the University Finances, down to the year 1846, see pages 125-136 of the Sixth Volume of this Documentary History. These Tables were for 1846, three years later than those quoted in the "Address,"—and were, of course, the ones available to the Government, when the Macdonald University Bills were framed. But this fact is not referred to in the "Address."

† For Mr. Macdonald's statement on this subject, see page 7 of this Volume; see also page 32.

‡ It will be seen by reference to page 6 of this Volume that the proposed Grants from the University Endowment were to be made to certain Colleges named in the University Bill, and not to Denominations, as such, the Colleges of other Religious Denominations were to receive Grants as they were established.

ARE "SECTARIAN SEMINARIES" A "COMPENSATING ADVANTAGE" ?

25. And what compensating advantage do those Sectarian Seminaries offer to you, the people of Canada, composed, as you are, of a variety of Religious Denominations, differing from them all. If, notwithstanding, the advantages enjoyed by King's College ; its great educational resources ; its respectable array of learned Professors ; its Library and its Apparatus ; if, notwithstanding, its dispensations and indulgences, freely vouchsafed to those dissenting in Religious principles, its exclusive character has called forth your stern opposition, will your rights be more amply protected, and the cause of education be more liberally promoted in the smaller Seminaries, avowedly and legally established on sectarian and exclusive principles ? Will the Member of the Free Church of Scotland find his religious liberties more highly respected at Queen's College than they now are, at King's College ? Will the Baptist, the Congregationalist, (or Independent), be more secure from Ecclesiastical tyranny at Victoria College ? Will the free youth of Canada, burning with speculative ardour, and buoyant with the love of liberty, find the right of private judgment more warmly cherished at Regiopolis College ? and, will the more permanent establishment of these Sectarian Institutions, from which the excluded sect never can derive any benefit, compensate you for the loss of a great National University,—opening its portals to all, and diffusing its lustre and vivifying influence over every part of the Province, attracting, by its commanding position in the literary and scientific world, the youth of the neighbouring States, and sending forth, from its halls, the future statesmen of Canada, differing, doubtless, in party and creed, but exalted by the sentiment of a common patriotism, and united by the thrilling associations of youthful emulation ?

"SICKLY SECTARIAN SEMINARIES, LUXURIANT IN THE BITTER RIVALRY OF CREEDS."

26. We ask you, the People of Canada, to consider well, the injurious tendency of this exclusive University Measure on the great cause of Education. We ask you, whether a few sickly Sectarian Seminaries, luxuriant in the bitter rivalry of Creeds, with pretensions to academic distinctions and degrees, derided by every University in Europe,—with Professors too few, to be more than partially educated in some of the branches they must teach, and indifferent towards those to which they are called, by necessity, rather than by inclination ; we ask you, whether such Institutions are likely to raise the Standard of Education in a young Country like this ? —to foster a love for learned research, or to promote scientific discovery ? We ask you, whether they will compensate for the loss of your great Schools of Law and Medicine !—by far the most important departments of the University in the present position of this Country, but for which no provision is made by the proposed Macdonald Measure. We ask you, whether they will compensate for the immediate prospect, you had, of Agricultural and Economical Professorships !—and for the seventy Scholarships of King's College !—the establishment of which has already awakened in every School throughout the Province, the first aspirations of future excellence ! We ask you, if you are prepared to relinquish all these advantages to a few Religious Denominations, not more deserving than the others, to hand over your Educational Resources, as political bribes to a few Sectarian leaders, and whether you will submit to direct taxation for the promotion of objects which, however despised they may be at present, the necessities and prosperity of an advancing population will shortly demand at your hands ?

"INJURIOUS EFFECTS OF DENOMINATIONAL INSTITUTIONS, MAINTAINED FROM PUBLIC FUNDS."

27. We entreat you to consider well the injurious effects of Denominational Institutions, established and maintained from public funds, on the social and political advancement of the Country. Are the great questions affecting the Educational and Religious interests of this Province, to be modified, in all future time, by the peculiar views of the Sectarian leaders, or carried by appeals to their cupidity ? We entreat you to reflect on the intimate connection of the University partition scheme with the recent attempts of ecclesiastical corporations to obtain the management of the Clergy Reserves. We ask you to observe, that the same Religious Denominations which have been pressing the one object, have been united for the accomplishment of the other ; that the Provincial Administration, which has sanctioned and adopted the scheme of University Endowment partition, contains prominent Members, who have voted for, and are zealously devoted to, the designs of the Clerical Corporations. And, are the recent settlement of the Clergy Reserves Question, their unjust distribution and the grasping designs of those, whom that settlement and distribution have unjustly enriched, so readily forgotten and overlooked ? Or are you so enamoured with the system of Ecclesiastical and Denominational appropriations, that you are ready to hand over your estates with your Educational and Religious interests to those Clerical Associations whose tenants at will you must, in such a case, become ?

FINAL APPEAL AGAINST THE MACDONALD UNIVERSITY PARTITION SCHEME.

28. *Fellow Countrymen !*—We feel confident in the decision, at which you must arrive on this important question, and that your judgement will be swayed, neither by subtleties, respect-

ing vested rights, nor by misrepresentation of our objects and designs. Your own inherent and equitable rights, are amply recognized in the very appeal that is now made to your decision ; and all that we ask from you is, that you shall give these rights greater protection and more permanent security. We ask no violent change of the present law governing the University, and not even expensive modifications of the principles on which that Institution is, at present, conducted. We ask simply the faithful administration of that University law, and the abolition of Denominational ascendancy, which that law does not recognize. We ask, that the University shall be divested of its Theological Chair,—that the expenditure shall be prudently made and continued strictly within the income, and that the University Endowment shall be administered with intelligence and economy, and protected from mis-management, or curtailment. We do not depreciate Theological learning, but we think that it may well be taught by the several sects out of their own funds.

29. And, if in seeking these great objects, we are unjustly charged with irreligion, or neglect of sacred things, in the general education of youth, we point to those with whom we are associated in this great cause, the excellency of whose lives, and their zeal for the highest interests of humanity, give the best refutation of the calumny.

(Signed by forty members of different Churches, as follows :)

A. Badenach, Presbyterian Church of Canada.
 Richard H. Brett, Wesleyan Methodist, New Connection.
 William A. Baldwin, Episcopalian.
 Skeffington Connor, Doctor of Laws, Episcopalian.
 H. O. Crofts, Minister, of the Wesleyan Methodist New Connection Church.
 Robert Cathcart, Baptist Church.
 J. Davidson, Minister of the Primitive Methodist Church.
 John Doel, Wesleyan Methodist New Connection Church.
 Hugh Eccles, Episcopalian.
 Peter Freeland, Congregationalist.
 J. Foster, Wesleyan Methodist New Connection Church.
 Robert A. Fyfe, Minister of the Baptist Church.
 James Fitzgerald, Roman Catholic Church.
 John Jennings, Minister of the United Presbyterian Church.
 William M. Gorrie, Presbyterian Church of Canada.
 William Henderson, United Presbyterian Church.
 T. T. Howard, Minister of the Wesleyan Methodist New Connection Church.
 James Scott Howard, Presbyterian Church of Canada.
 Lawrence Heyden, Roman Catholic Church.
 Thomas Lawson, Primitive Methodist Church.
 Adam Lillie, Minister of the Congregational Church.
 James Le-slie, Baptist Church.
 Walter McFarlane, Presbyterian Church of Canada.
 William Mathers, United Presbyterian Church.
 John McMurrich, Presbyterian Church of Canada.
 William McMaster, Baptist Church.
 Terence J. O'Neill, Roman Catholic Church.
 John O'Higgins, Roman Catholic Church.
 David Patterson, Baptist Church.
 Thomas Patterson, United Presbyterian Church.
 John Roaf, Congregationalist Minister.
 James Richardson, Elder of the Methodist Episcopal Church.
 Maurice Scollard, Roman Catholic Church.
 James Shaw, Presbyterian Church of Canada.
 Samuel Spreull, Presbyterian Church of Canada.
 Thomas Thompson, Primitive Methodist Church.
 Samuel Workman, Episcopalian.
 E. F. Whittemore, Congregationalist.
 James Wickson, Congregationalist.
 John Macara, Presbyterian Church of Canada, (Secretary to the Committee.)*

IV. METHODIST NEW CONNECTION ON THE MACDONALD UNIVERSITY PARTITION BILLS.

The Reverend H. O. Crofts, in publishing the following Resolutions of the Conference Annual Committee and the Missionary Committee of the Wesleyan

* For a reference to Mr. Macara, see the note on page 201 of the Fourth Volume of third documentary History.

Methodist New Connection Church, stated, that, at a Meeting of the Annual Committee, held on the 8th of December, 1847,—

The University Bill introduced into the last Session of the Provincial Parliament, was discussed, and the plan proposed in that Bill for partitioning the University Endowment among four of the Religious Denominations of Canada, was objected to unanimously. Not wishing to act alone in this important matter, we sought the advice of the Missionary Committee, and that Committee agreed with the Annual Committee that, that Bill was in principle unjust, and would be highly injurious, both to the educational and religious interests of the people of Canada. The Resolutions agreed upon were as follows :—

1. *Resolved*, That this Meeting, recognizing the wisdom of the Crown, in making early and ample provision for the erection and maintenance of a Provincial University in Canada, * views with alarm and regret, the proposition now made to alienate and divide the Endowment.

2. *Resolved*, That, while this Meeting regards any mode of partition as a violation of the intentions of the Royal Founder of the Institution, as subversive of the interests of the higher branches of education, and as a wrong inflicted on the population of Canada; the sub-division propounded by the Macdonald Ministerial Bill of last Session of the Legislature, they can view only in the light of a gross act of Spoliation and injustice.

3. *Resolved*, That, this Meeting regards the proposed partition scheme, not only as unjust in principle, but as greatly detrimental to the interests of our Holy Religion, for it proposes not only to build up the educational interests of four favoured Sects, to the exclusion of all others,† but systems of Religious doctrine, which are, and ever will be, essentially hostile to one another.

4. *Resolved*, That, this Meeting not only views the proposed division as unjust to the people at large, unjust to all other Denominations, and calculated to bring Religion into reproach, if not to create infidelity throughout the land, but is also fallacious and deceptive. It proposes to divide £7,500 per annum among the favourite Sects, and to reserve £5,000 for Grammar Schools, and [Colleges of] other Denominations, while upon unquestionable data its nett revenue does not exceed £6,000 per annum.‡

The Reverend Mr. Croft further adds :

I have no doubt, but that these Resolutions will meet with a hearty welcome from our friends generally, throughout the Province ; for we are not prepared to sit silently by, and see the noble endowment of King's College, which was granted for the purposes of General Education, and for the equal benefit of all parties, divided and parcelled to four Sectarian Colleges. A more unjust Measure has never been proposed and, therefore, it behoves us, as a Body, either separately, or in conjunction, with other Bodies of Christians, to resist ; in every peaceable and constitutional way, the daring attempt to dispoil the people of Canada of their inalienable right to the whole of the University Endowment.

TORONTO, December 15th, 1847.

H. O. CROFTS,

President of the Conference, and Corresponding Member of the Annual Committee.

V. METHODIST LAITY OBJECT TO THE INTERFERENCE OF THE CONFERENCE SPECIAL COMMITTEE, WITH THEIR RIGHTS.§

At a Meeting of the Members of the Wesleyan Methodist Church, held in the City of Hamilton, on Monday, the third day of January, 1848, the following Resolutions were unanimously adopted :—

1. *Resolved*, That, as Members of the Wesleyan Methodist Church, we deem it our duty to record our unqualified disapprobation of the course pursued by the Conference Special Committee—

* The terms of the Royal Grant in 1791 were not for a single University, as here asserted, but, in addition to Grammar Schools, for “other Seminaries of a larger and more comprehensive nature.” The Legislature of 1791 asked for a grant for Grammar Schools and a “a College, or University,” but that prayer of the Legislature was not granted, as the Imperial Grant was made to include the establishment of “Seminaries of a larger and more comprehensive nature” than Grammar Schools, *i. e.* “Colleges”, as Sir John Colborne in 1832 interpreted the the terms of the Duke of Portland's Despatch of 1791. See page 101 of the Second Volume of this Documentary History, and also pages 42 and 43 of this Volume. In 1828, King's College was endowed with 225,944 acres out of the original Imperial Grant of 500,000 acres of Crown Lands. See page 205 of the First Volume of this History.

† The Eleventh Section of the Macdonald University Bill of 1847 provided “for the endowment of any College, or Colleges, that may hereafter be incorporated in Upper Canada,” in addition to the four already in existence. See page 6 of this Volume.

‡ See Estimate of the income of Kings' College on page 7 and 32 of this Volume. See also page 251.

§ The Address of the Methodist Conference Special Committee, against which this Meeting was a protest, will be found on pages 52, 53 of this Volume.

tee, in publishing a political Address to the Members of the Church, thereby mixing up political party matter with their regular avocations, as Ministers of the Gospel ; and we deem such political interference injurious to the prosperity of the Church, with which we are connected.

2. *Resolved*, That we have been long instructed by our Ministers to act upon the golden rule : "do unto others as ye would they should do unto you ;" and that, in our opinion, the division of the funds of King's College University which belong equally to all the Inhabitants of Canada,) among four Religious Denominations, is a violation of that rule.

3. *Resolved*, That, unless the *Christian Guardian* Newspaper will refrain from political intermeddling, it is not entitled to the patronage, or support, of the Members of the Wesleyan Methodist Church in Canada.* . . .

(NOTE. These Resolutions were adopted by the following forty-seven Hamilton Members of the Wesleyan Methodist Church in Canada)

Edward Jackson,	Alfred Bingham,	John Dalton,
Lindsey Crawford,	Joseph Lister,	George Smith,
Thomas S. Powell,	Peter Bowman Spohn,	George Robinson,
James Miller,	Paul T. Ware,	L. O. Bierley,
John Triller.	Thomas Atkinson,	Alexander McRae,
William Howard,	James Crawford,	John H. Moore,
Thomas Taylor,	William Snelling,	Robert Raw,
John A. Spencer,	J. G. Rogers,	John Montgomery,
Denis Moore,	Thomas Kendall,	O. Taylor Junior,
John Galbraith, Junior	John W. Bickle,	Charles Duncan,
Robert Holbrook,	William J. Bickle,	George Northey,
Joseph Robinson,	Stephen Hewson,	Corney Sanders,
Benjamin Spencer,	Tristram Bickle,	Samuel Burgess,
Philip Spaun,	Matthew Magill,	A. E. Van Norman,
D. T. Ware,	Robert Ecclestone,	Joseph Kendall,
Peter Bowman,	James Robinson,	

VI. THE BAPTIST CHURCH MEETING ON THE MACDONALD UNIVERSITY "PARTITION" SCHEME.

At the fifth Annual Meeting of the Canada Baptist Church, held in June, 1848, the following Resolution, relating to King's College. Endowment was passed :—

Moved by the Reverend J. Winterbotham, seconded by Mr. Jacob Beam, and :—

Resolved, "That we rejoice in the prospect given us of an early and thorough reform in the constitution and management of King's College, Toronto,—freeing it, not only from corrupt management, but also from sectarian ascendancy, and throwing it open to all classes of the community and the Religious Denominations in the Country. And we earnestly recommend, in order to strengthen the hands of the Provincial Ministry for this important work, that petitions be sent to the Legislature from every part of the Country."

VII. THE PRESBYTERIAN (FREE) CHURCH OF CANADA ON THE MACDONALD UNIVERSITY "PARTITION" SCHEME.

At a Meeting of the Presbyterian (Free) Church of Canada, held during the year 1848, the following Proceedings took place, in regard to the Macdonald University "Partition" Scheme :—

The Synod took up an Overture respecting King's College, when, after deliberation, the following deliverance was adopted :—

1. That this Synod earnestly desire to see the University of King's College freed from its present sectarian management, so as to deserve the confidence of the community at large, and be available for the general benefit of the youth of this Country, and, at the same time, so constituted as that some sufficient security be provided for the parties occupying Professors' Chairs therein, and placed in the responsible position of Instructors of youth, shall be sound in the Christian Faith, and that their instructions shall be pervaded by sound Religious Principles.

* In substance, similar Resolutions were adopted about the same time by Messieurs William J. Vance, David B. Conger and twenty-eight other Members of the Wesleyan Methodist Church at Picton, Prince Edward County. The third Resolution adopted at the Picton Meeting, "repudiated the doctrine, that the Lay Members of the Church are bound to carry out the views of the Executive Committee of the Conference in any matter other than those embodied in Mr. Wesley's Rules"

2. And this Synod further appoint the following of its Members a Committee to watch over any Bill introduced into the Legislature, for the amendment of the Charter of King's College, with authority to petition Parliament, respecting the same, and to take any other steps they may see meet, for the securing the object expressed in this deliverance, to report to the next meeting of Synod, videlicet :—the Members of the College Committee, with the addition of the Reverend Messieurs McLean, Boyd and Wightman. Doctor Robert Burns to be convener.

(NOTE 1. Doctor Burns, in December, 1847, and January, 1848, addressed four open Letters in *The Globe*, newspaper to Lord Elgin, Governor General against the Macdonald University Partition Scheme.)

(NOTE 2. No proceedings on this University Question appear to have taken place in 1848 by the Conference of the Wesleyan Methodist Church, or by the Synod of the Presbyterian Church in Canada, in connection with the Church of Scotland.)

CHAPTER XXV.

PAPERS RELATING TO THE VARIOUS COLLEGES IN 1848.

I. THE UNIVERSITY OF KING'S COLLEGE, 1848.

In January, 1848, the Right Reverend Doctor Strachan, resigned his position as President of the University of King's College. (See page ~~24~~ of this Volume). To mark their sense of his services, as President, several Addresses were presented to him.

The replies of the ex-President are interesting—especially as they were uttered from the stand point of the chief champion of old King's College regime. There is nothing strained, or apologetic, in their tone, or spirit. They are hearty and sympathetic; and, as words of farewell to those who had laboured with him in the same cause, they are most kindly and appreciative of the cordiality with which willing services were rendered to him at critical times. They are devoid of all that assumption which so often the chief actor in important matters displays, in practically claiming for himself all the credit for whatever has been accomplished. The following Address was—

I. FROM THE CONVOCATION OF KING'S COLLEGE UNIVERSITY.

1. We, the Members of the Convocation of King's College, beg leave to tender to your Lordship, on your final retirement from the office of President, this parting token of our respect and esteem.

2. To your Lordship belongs the distinguished honour of having been the earliest promoter of solid and useful education in this portion of the Province; and the high ability with which the important duties of instruction were discharged by your Lordship is fully attested by the valuable services which have been rendered to the Colony by those who enjoyed the advantage of being trained under your care.

3. This House of Convocation, as Members of which we unanimously concurred in this Address, and the offices and functions with which we are invested cannot fail to remind us that, to your Lordship's unwearied perseverance, Upper Canada is indebted for the University of King's College; since we cannot but feel that it was your fore-thought which projected, and your energy and patience which accomplished, the establishment of this Institution,—which has since remained under your fostering supervision, and, to the support of which, your watchful solicitude and vigorous exertion have never been wanting, in the long period during which you have presided over it.

We entreat you Lordship to believe that you are followed in your retirement from the position, which you have so ably occupied, by our cordial wishes for your happiness; and we pray that, by the blessing of God, you may long be enabled to continue your exertions in that higher sphere of duty to which you have now restricted yourself.

TORONTO, 11th February, 1848.

JOHN McCaul, L. L. D., Vice-Chancellor.
JAMES BEAVEN, D. D., Senior Proctor.
HENRY H. CROFT, Junior Proctor.

REPLY TO THIS ADDRESS BY DOCTOR STRACHAN.

The reply of Doctor Strachan was characteristic of the man,—frank and manly in its terms. He recalls the early days, in which the Charter of King's College was obtained, (in 1827.). The Endowment for it of 225,944 acres was set apart in the following year, out of the original Imperial grant of Crown Lands (made in 1791,) for the “establishment of Free Grammar Schools . . . and, in due time,” of other Seminaries of a larger and more comprehensive nature” —

Doctor Strachan pays a warm tribute, in this connection, to Sir Peregrine Maitland, and, for the later valuable services, in connection with King's College, of Sir John Beverley Robinson.

1. I receive, with peculiar pleasure, this unanimous expression of kindness from the Convocation of King's College.

2. It is a parting token of respect and esteem on my retirement from the office of President, which I shall ever consider of the highest value.

3. Your flattering reference to the part which I have had the good fortune to take in the early introduction of solid and useful Education into Upper Canada, and your grateful allusion to its happy consequences, in the precious services, which have been rendered to the Colony by many of those, whose instruction I had the felicity and privilege to superintend, fills my heart with the most warm emotions and pleasing recollections.

4. Long may this noble Institution, of which you are worthy Representations, flourish, and be permitted to diffuse the light of sound Knowledge and pure Religion over this favoured portion of Her Majesty's Dominions; and soon may it rise to something of equality with its prototype,—Oxford, of which has conferred so many blessings on the Mother Country. Nor is it without indications of such a happy consummation. Where shall we find, in the history of Universities, a single one which, in less than five years from its actual commencement, had attained the well-earned reputation which King's College now enjoys, and which could number in its Halls so many graduates and undergraduates? After more than twenty years from its foundation, the University of Glasgow had scarcely fifteen members. And King's, (now Columbia) College in New York, gave her Country but one hundred graduates in twenty-five years. Surely it is not too much to expect more than two hundred from this University in the like period.

5. I frankly confess that I am proud of the privilege I have enjoyed, in promoting the establishment of King's College; but I presume not to appropriate to myself the praise, that to me Upper Canada is indebted for its existence. I owe it to justice to acknowledge, and I do so with delight, that I was most ably seconded by the Government of Upper Canada at the time; and more especially by the two most influential and efficient of its Members. The one (the Honourable Chief Justice Robinson,) who now holds the highest judicial office in Canada West and is universally allowed to be its brightest ornament, has, ever since he came into public life, been the untiring and zealous encourager of everything which tended to the good of the Country, and, therefore, his best advice and assistance were most readily given towards establishing this Institution—the other, Sir Peregrine Maitland, of happy memory, adopted with all his heart the plan of founding a University in the Province which he so conscientiously governed.* To his generous liberality we, in a great measure, owe its munificent endowment, and that it was not left to waste its early years, as many similar Institutions have done, in hopeless penury and neglect. And the large, though not extravagant, means thus furnished enabled us to commence in 1843 the business of instruction in the most efficient manner, with a competent staff of able Professors in the Arts and Sciences, in Medicine, Law and Divinity, attended with all the auxiliary append-

* For particulars in this matter see pages 204, 205 and 211—226 of the First Volume of this Documentary History.

ages which belong to Colleges long established—a valuable Library and Museum continually increasing, and a splendid Apparatus for Chemistry and Natural Philosophy, not perhaps surpassed by any other in America.*

6. Sir Peregrine Maitland amply deserves this honest tribute of respect. He was keenly and piously alive to the vast advantage of a University resting on sound principles, in giving a religious and enlightened impulse to the public mind of the Colony, and in spreading through its bounds the most useful knowledge. To found and patronize King's College he justly considered a work of the most noble and praiseworthy ambition, and, although he was translated to a higher station long before it came into full operation, yet the part he took in its establishment is doubtless, at this distant day, one of the purest and most delightful themes of his recollection.

7. It is a great consolation to me to know that, in retiring from the position which I have occupied for more than twenty years, I am followed by the cordial wishes of a Body so highly respectable as this Convocation; and be assured, Mr. President and Gentlemen, that I sincerely reciprocate your prayers, and that I shall ever rejoice in your personal and domestic happiness, and in the growing prosperity of the University of King's College.

JOHN TORONTO.

TORONTO, 16th February, 1848.

II. FROM THE GRADUATES AND UNDERGRADUATES OF KING'S COLLEGE UNIVERSITY.

1. We, the Graduates and Undergraduates of the University of King's College crave permission to address your Lordship, upon the occasion of your retirement from the office of President of this University,—desiring, as both duty and affection prompt us, to testify our grateful sense of the services you have rendered as our Academical Head.

2. Although the period of your administration forms—more immediately—the bond of connection between your Lordship and ourselves, we cannot forget that this Institution is indebted to you for very much more than the tenure of the Office which you have resigned. You have been the first President—the Father, we may say, as well as the Chief Governor—of this University. Through your foresight and exertions it was founded; and we have reason to be thankful that its affairs, during the early years of its existence, were confided to your wise supervision and your fostering care.

3. The establishment of an Institution like that, with which we account it a privilege to be connected, is sufficient, in itself, to perpetuate your memory to future generations. Your Lordship must feel,—as all the friends of learning cannot but feel,—that the accomplishment of such an undertaking is a conspicuous epoch even in your eventful life,—and may fitly be regarded as an honourable and triumphant issue of your long, earnest, and successful endeavors, in behalf of education. Your residence in this Province has now nearly reached the term of half a century; and, during this long period in the brief life of man, your Lordship, with unfaltering zeal and self-devotion, has been engaged in cherishing and disseminating the principles and advantages of sound education, and this, by a combination of efforts and a variety of endowments, which are rarely found in any single individual.

4. Your Lordship has now ceased to be our President. It is with deep, heartfelt satisfaction and gratitude that we look back upon what the Author of All Wisdom has enabled you to do for this University, as the chief guardian of its interests and rights. It is natural that we should feel much concern at your resignation, although we are satisfied that the trust has passed into hands every way worthy, by universal consent, to receive it.

5. It is our earnest prayer to Almighty God, that he may continue to watch over and to bless both your Lordship and your family; that the course of your declining years may be peaceful; and that the close of your earthly life may afford you an easy and gentle passage to the enjoyment of a blessed immortality.

(Signed by Graduates and Undergraduates.)

TORONTO, 11th February, 1848.

REPLY OF DOCTOR STRACHAN TO THIS ADDRESS.

In this Reply, Doctor Strachan gives fuller expression to his feelings, in regard to the difficulties which he experienced in founding the University of King's College than he does in the other replies. He emphasizes these feelings too strongly, however, when he characterizes the opposition which he met with as dictated by "ignorance and presumption." Many of those who conscientiously

* See Chapter xv of the Fourth Volume of this Documentary History.

tiously opposed him were no less enlightened and intelligent than he was—though probably pursuing the object with less energy and determination than he did.

1. I receive, with more satisfaction than I can well express, the warm testimony of kindness and respect from the Graduates and Undergraduates of the University of King's College, on my retirement from the Office of President of that rising Institution.

2. The services which, through a Kind Providence, I have been enabled to render to this Province in the cause of Education, and, more especially, in the establishment of King's College, will ever be to me a source of grateful meditation; and, next to the approbation of one's own conscience, is that of the intelligent and high minded, who are best qualified to appreciate the blessings which seats of learning, founded on right principles, pour forth on the happy Country of their adoption.

3. And, I must confess, that, more especially do I value the good opinion of the young,—flowing from warm and generous hearts, full of holy and noble thoughts and aspirations. It is, indeed, a refreshing enjoyment to have my name mixed up with such delightful associations as those which animate the bosoms of virtuous youth, yet strangers to the contamination of the world around them.

4. Although my connection with King's College may now be considered to be officially terminated, it will still continue to engage my warmest affections, and, if necessary, my best exertions in promoting its true interests, so long as it be permitted to rest on the sound constitutional and religious principles of its Royal Charter; for it has ever been my deep and abiding conviction, that education in a Christian Country must be based upon pure Religion.

5. You do me justice, Gentlemen, in believing that I feel, as all the friends of learning cannot but feel, that the share which was kindly vouchsafed to me, in the foundation of King's College, may be justly considered the honourable and triumphant result of persevering labour during nearly fifty years,—and this amidst many disappointments and anxieties; but my hope of establishing the University never faltered for a moment, but constantly gave me new life to encounter and overcome the impediments which prejudice and ignorance and presumption were continually marshalling against it.

6. The kind sympathy which you express at my retirement, I appreciate most highly; but, rest assured, that, while I live, the good cause of sound education will never be to me a matter of indifference; and, therefore, I warmly participate in your satisfaction that the important trust which I have laid down has passed into hands every way worthy to receive it, and I congratulate you and the Province, that a Gentleman so gifted in scholarship, and of so great experience in all the requirements of academical Institutions, has become my Successor, because, from his appointment the most happy results may be justly expected.

7. Your earnest prayer to Almighty God for my welfare, and that of my family, here and hereafter, deserves and receives my warmest acknowledgement; and, as becomes my advanced age and station, I will venture at parting to call to your recollection your high destination as the Alumni of the University of King's College, namely that of forming and leading the mind of this great Country.

8. And why should I not,—in so happy a moment,—cherish the hope, that there are among you, whom I now address, some who will stamp the character of the coming age by their bright and attractive example in all that adorns, purifies and enlightens the life of man. This should be the first and great object of all who prize true happiness, and set a rare value on high and unsullied renown.

9. Let such enlivening thoughts be yours, for much may be done under the guidance of such hallowed influences, when aided by indomitable and watchful perseverance.

10. And now, my young friends, take with you my fervent blessing, that you may enjoy every good in this world, and in that which is to come life everlasting.

JOHN TORONTO.

TORONTO, 11th February, 1848.

III. FROM THE PRINCIPAL AND MASTERS OF UPPER CANADA COLLEGE.

This Address differs from either of the preceding ones, in that it dwells on the personal relations of Doctor Strachan with education and literary culture, and refers to him as a pioneer Educationist and Educator in Upper Canada.

1. We, the Principle and Masters of Upper Canada College, desire respectfully to address Your Lordship, on the occasion of your retiring from the Presidency of the University of King's College.

2. The sincerity of our words and the warmth of our regard to Your Lordship may be supposed, and we trust will be believed, from our addressing you at a time when your active and direct influence in our favour is about to cease.

3. Through all the many useful and distinguished paths in which it has been ordained that Your Lordship should tread, you have passed with honour; and, as you have been called to leave them one by one, you have left also a name respected and revered for the unwavering integrity you have invariably displayed. Your word once passed, your friendship once enlisted, the object of both felt alike confident and safe. Of these, and such like, sterling qualities in Your Lordship, Upper Canada College and its Masters have experienced the benefit. From the moment Your Lordship's interest was excited in its behalf, and you became acquainted with its worth, you have been its steady advocate and friend; you extended towards its wants the most generous liberality, and your advice, whenever asked, was given with such integrity of purpose and single minded sincerity that, at a glance, it was apparent your sole object was the benefit of an Institution which you knew was deserving of the widest support.

4. It is Your Lordship's well known happy lot to have been the Pioneer of Education to Western Canada; and it must, indeed, prove one of your purest joys to see the soil, which you have been so instrumental in throwing open to the genial influence of literature, bearing, and still promising to bear, an abundant harvest. It will please Your Lordship to learn that Upper Canada College is steadily advancing in the number of its pupils, and, we may hope, in the confidence of the Country; that many erroneous impressions respecting it have been removed, and that many who, from mistaken views, were its opponents, have, from the best of reasons, an investigation into its workings, become its friends.

5. Upper Canada College, as Your Lordship knows, opens her doors to all alike, no bias of whatever kind on the parents' part raises within her walls the slightest barrier to the advancement of his child. It is true, she must send forth her sons differing and to differ on points of private judgment, but, in the midst of all the turmoil and heated passions of real life, her children know, that there is one point towards which they can at once all turn, exclaiming with feelings, softened by memory, "it must never be said of us,

Fratrium quoque gratia rara est."

6. We desire Your Lordships prayers, with our own, to Almighty God that He would influence all to regard with friendliness such a happy consummation, and induce all to interest themselves in caring for, tending, and cherishing such a blessed, such a common good.

7. While placing in another's hands those interests which you have so faithfully guarded, it must tend to remove all solicitude from your mind that you know your Successor to be one who, besides being bound to the support of Upper Canada College by all the motives which made Your Lordship its fast friend, has the additional one of having presided over it, with a Father's care.

8. That Your Lordship may be spared yet many years to witness the good fruit of your honest toil, and to enjoy, with your family, every earthly blessing and happiness is our earnest, our heartfelt prayer.

FREDERICK WM. BARRON, M. A.	Principal.
HENRY SCADDING, Ph D., M. A.	First Classical Master.
W. H. RIPLEY, B. A.	Second Classical Master.
WALTER STENNETT, B.A.	Third Classical Master.
JOHN P. DELA HAYE.	French Master.
MICHAEL BARRETT.	First English Master.
JOHN GOUINLOCK.	Second English Master.
JOHN G. HOWARD.	Architectural Drawing Master.

TORONTO, 11th of February, 1848.

(NOTE.—The Reverend George Maynard, M. A., Mathematical Master, was absent in England.)

REPLY OF DOCTOR STRACHAN TO THIS ADDRESS.

The reply of Doctor Strachan to this Address is very happily expressed. is largely historical and personal,—not only in regard to his own connection

with Upper Canada College, (as President of the University,) of which the College was an appendage,—but also in his references to the former Principals of the College, and also to the then present Principal.

1. Your very kind Address, on my retiring from the Office of President of King's College, fills me at one and the same time with humility and gratitude.

2. With humility,—because I am deeply sensible of my deficiencies, and how little I dare appropriate to myself the warm and partial encomiums which you are pleased to pass on me. I wish indeed, that I really were what you so cordially express, but, alas! a sure monitor within tells me that, in too many things, I have come far short of my better intentions.

3. With gratitude,—for I feel, in the most sensible manner, the great value of your approbation, as connected with the interest of this promising Institution, and with those sound principles of education which I have always laboured to the best of my ability, to promote.

4. I look back with great pleasure to the first Seminary of Education in this Province, over which I presided; for the pupils, though few in number, gave indication of high promise, which was afterwards verified in the most happy results; * but sanguine and preserving as I have been I did not anticipate, in the long period which has since passed away, so noble and flourishing an Institution as Upper Canada College now presents. It is indeed a glorious spectacle! This Seminary may be truly pronounced a singular phenomenon in the history of Seats of Learning.

(NOTE. The names of the principal pupils taught by Doctor Strachan, at his School in Cornwall, will be found on page 43 of the First Volume of this Documentary History.)

5. From its commencement, in 1830, Upper Canada College has enjoyed an uninterrupted career of increasing prosperity,—beginning with ninety, it now exceeds two hundred, scholars; nor is its success owing to any meretricious arts of attraction, or ostentation; for it offers no easy way to solid Knowledge, but clings to the strict observance of the “good old paths,”—discipline and unwearied study, and these have been secured by the happy selection of the three Principals, under whose superintendence it has arrived at its present eminence.†

6. The first, with the characteristic independence and correctness of a ripe and finished English Scholar, laid the foundation, sure and deep, of the system of instruction to be carried out in the great and celebrated Schools of the Mother Country. His ambition was to establish something, at least, of an Eton in Canada, nor has he failed in this meritorious object. He retired with honour (in 1838), after a successful management of eight years,—leaving a memory which will be long cherished in this Seminary by every lover of learning, virtue and ability. His Successor carried forward the system with a weight of experience, talent and zeal, which greatly accelerated the progress of the still infant-Seminary. He added such improvements as the times, and the rapid increase of pupils required; and from his brilliant abilities threw such a light over the Institution as to excite a general interest in its growing prosperity. He has been removed, as he well deserved, to a another and still higher field of academical duty; and, in looking out for a worthy Successor, all united their good wishes on the present incumbent—(Mr. Frederick W. Barron M. A.)

I may not in your presence, Mr. Principal, say all I wish on this auspicious occasion; but I must be permitted to declare that I have never seen, in all my experience, a Gentleman selected for so high an office, and which requires the varied and solid attainments, you so eminently possess, more devoted to its many and incessant duties;—your whole heart is in the work, and your practical good sense, and undeviating impartiality, have not only gained for you the respect and affection of your pupils, in whose progress you delight, but the full confidence of their parents, who feel the utmost safety in committing their children to your unwearied care and protection. The consequence has been, that you have raised the character of the Institution, and extended the sphere of its usefulness,—while, in all your labours, you have been most ably and cordially seconded by your excellent Colleagues, who richly deserve to participate in the high distinction to which this College has attained.

7. Upper Canada has great reason to be proud of this flourishing Institution, which has been appropriately called by the same name. Already we find scholars in every District of the

* Very largely the secret of success, in the after life of the Pupils, educated by Doctor Strachan, lay in the fact, as stated by the late Bishop Fuller, in a Funeral Sermon, which he preached, on the death of Bishop Strachan in 1867. He said: “The Bishop had a great faculty for not only attaching his scholars to him, but also for inducing them to apply themselves most assiduously to their studies. He told them that he made it a rule, during the time he kept school, to watch very closely every new boy; and, at the end of a fortnight, to note down in a Book his estimate of the boys who passed through his hands.” *Page 42 of the First Volume of this Documentary History.*

† These three Principals were: The Reverend Doctors Joseph H. Harris (1830-1838,) and John McCall (1839-1843,) and Mr. Frederick W. Barron, M. A.

Province bringing into action the solid knowledge, sound principles and elevated sentiments to which they have been trained within these walls.

8. Indeed, the course of Education which is here given is of the most useful and liberal character, and is equally adapted to professional, agricultural and commercial pursuits. Is it, then, a matter of no surprise that an Institution, offering an education so practical and extensive, and in which the details are conducted with so much consideration and ability, should be widely patronized, and count already a greater number of scholars than many Seminaries of ten times its age.

9. Nor must we forget that this interesting fact reflects the greatest honour on the good sense and intelligence of the inhabitants of this Province, for readily appreciating and availing themselves of the precious advantages which this College offers to their children ; and surely it is not the least of these advantages that it collects together, from all parts of this magnificent Country, those who are destined to lead the rising generation, and unites them in friendship and holy fellowship. With such leaders, trained, as they will have been, in the love of truth and every noble and generous principle, the most glorious results to the future peace and happiness of this community may be reasonably—anticipated.

10. To you, my young friends, I must be allowed a parting word on this welcome occasion. Cultivate, I beseech you, the privileges and advantages which you so abundantly enjoy,—of the respect, honour and inward satisfaction which you will earn for yourselves in future years.

11. Do not permit any consideration to slacken your ardour in the pursuit of knowledge. Give no countenance to the false and silly maxim : that intense study and labour are not necessary to the expansion and improvement of natural talent, but be assured, that diligence and virtuous conduct can alone bring you eminence—and satisfy the cravings of an exalted mind.

12. In the happy allusion made to my Successor, I readily concur. He will unquestionably continue, as he has done, to watch over the progress and success of this College with parental anxiety, and rejoice in forwarding and cherishing its true interests. As for me, deeming it the handmaid of high principle and true religion, I shall ever feel warmly interested in its prosperity, and I trust that the hearts of all our fellow-subjects in the Province will be turned in friendship towards it.

13. In conclusion, I thank you for your kind wishes and fervent prayer for myself and family, and heartily do I pray that the Divine Blessing may sanctify all your labours, and that this College, and all connected with it, may ever remain in God's holy keeping.

JOHN TORONTO.

TORONTO, 12th February, 1848.

II. THE UNIVERSITY OF QUEEN'S COLLEGE, 1848.

The following are extracts from the Proceedings of the Synod of the Presbyterian Church of Canada, (in connection with the Church of Scotland,) in regard to the University of Queen's College, Kingston:—

July 12, 1848. The Synod proceeded to the election of three Trustees for Queen's College, at Kingston, in the room of the Reverend James George, the Reverend William Bain, A.M., and the Reverend John Cruickshank, A.M., who retire from office at this time, according to the terms of the Royal Charter of Queen's College, when the Reverend James George, the Reverend John Cruickshank, A.M., and the Reverend James C. Muir were unanimously elected ; and the Clerk was instructed to intimate the same to the Board of Trustees.

July 15, 1848. The Synod had transmitted to them, by their Committee of Bills and Overtures, a Report from the Presbytery of Kingston, as instructed at last meeting of Synod, on the course of Study to be pursued at Queen's College by Students for the Holy Ministry. The same was read and referred to the following Committee, with instructions to report, on Tuesday, the Draft of an Act for the adoption of the Synod, videlicet :—Professor Romanes, the Reverend James George, the Reverend Doctors John Cook and Alexander Mathieson, the Reverend James C. Muir and the Reverend Walter Roach.

The Synod had transmitted to them, by their Committee of Bills and Overtures, an Overture from the Presbytery of Toronto, for the Synod to admit the Reverend Robert Murray, A.M., one of the Professors of King's College, Toronto,—an ordained Minister of this Church, to a seat in the Synod, and in the Presbytery, within whose bounds he resides. The Synod, after due deliberation, agreed to dismiss the Overture, on the following grounds, videlicet :—

Although, from the exigency and peculiarity of the case, the Professors of Queen's College, holding Chairs of Literature and Science, were admitted to seats in our Church Courts, yet, at the time this was done, many thought the measure unconstitutional ; and, as this opinion has

since acquired greater strength, and from the fear of what was but a necessary expedient being drawn in to be a precedent and, and general principle,—be it therefore :

Resolved, That, while this Synod regard with the greatest respect the character of Professor Robert Murray, knowing him to be a man of great Christian and Ministerial worth ; and, while the Synod would be exceedingly sorry to lose his valuable counsel and services in their Church Courts, in any of which they would be most happy, at any time, to see him take his seat as an Honorary Member, yet, from what is stated in the premises, they do not deem it advisable to grant the prayer of the Overture from the Presbytery of Toronto in regard to Professor Murray.

July 18th, 1848. The Synod called for the Report of the Committee appointed to draft an Act, anent the course of Study to be pursued at Queen's College, by students for the Holy Ministry, which was given in by the Reverend George Romanes. The same having been read, clause by clause, and considered, was adopted.*

A Communication having been made to the Synod that Mr. Hugh Allan of Montreal had made a donation of One Hundred Pounds (£100), the interest of which was to be employed as a Bursary, for ever, for a Student in Queen's College, the following motion was unanimously agreed to :—

Resolved that the thanks of this Synod be respectfully tendered to Hugh Allan, Esquire, for the many valuable services rendered by him to this Church,—more especially for his generous donation of One Hundred Pounds (£100), for a Bursary for a Student in Queen's College.

July 19th, 1848. The Committee appointed to report on such arrangements as might seem necessary for carrying out the objects for the appointment of the Committee of Examination of Students of Divinity, and Ministers and Probationers from other Churches, not in connection with the Church reported a “Plan of Procedure,” which was adopted. (Not inserted.)

III. PRESBYTERIAN (FREE) CHURCH OF CANADA, REPRESENTING KNOX COLLEGE AND TORONTO ACADEMY.

I. PROCEEDINGS OF THE SYNOD IN REGARD TO KNOX COLLEGE.

The following copy of the Proceedings of the Synod of the Free Presbyterian Church of Canada is taken from the Reverend Doctor Alexander F. Kemp's “Digest of the Minutes of the Synod.” No dates are given in the Digest, beyond the mention of the particular year in which the “Proceedings” took place.

The Reverend John Bayne, in the name of the Committee, on the Report of Knox College, submitted a draft of Resolutions. The same was read, and the Synod, without putting the matter to a vote, adopted the following Resolutions :—

1. *Resolved*, That the Synod record their gratitude to the Great Head of the Church for the measure of success which has attended their efforts in connection with this Institution, and the sense they entertain of the obligations under which they are thereby laid to increased diligence in promoting the interests of an Institution so closely connected with the extension and prosperity of the Presbyterian Church of Canada.

2. *Resolved*, That the Synod approve of the diligence and faithfulness of the College Committee, and especially of the brethren, on whom the work of instruction in Knox College has been devolved ; and, in particular, they record their satisfaction at having secured the services of one so highly qualified for this office, and whose labours during the past Session of the College have proved so efficient as the recently appointed Professor of Theology the Reverend Doctor Michael Willis.

3. *Resolved*, That the Synod have peculiar pleasure in acknowledging the liberality of the Members and friends of this Church, in responding to their appeal for the funds necessary for the support of the Institution ; and the debt of gratitude which they owe to the Free Church of Scotland for the generous donation of £300 sterling for the same object.

4. *Resolved*, That, for the management of the Institution for the ensuing year, the Synod re-appoint the General Committee with the addition of the name of Doctor Willis. The Committee to choose their own office-bearers, with the following instructions :—

(1.) That they shall make such arrangements as they may see meet for the careful examination of all applicants for admission into the Preparatory and Theological departments, and for superintending the usual examinations, and competitions for Bursaries, during, or at the close of the Session.

*I have not thought it desirable to insert this Curriculum, as it is not of public interest,—being local and temporary in its character.

(2.)—That they shall take immediate steps, by correspondence with the Colonial Committee of the Free Church in Scotland, and the Presbyterian Church of Ireland, or otherwise, to procure the services of a well qualified Tutor, whose department shall be that of English and Classical Literature, and general mental training.

(3.) That they shall use diligence in procuring the funds necessary for the effective maintenance of the Institution, and that for this purpose they are authorized to use such steps as may appear necessary.

(4.) That the arrangements of the Course of Study, and the internal discipline of the College shall, during the ensuing Session, be committed to the Professors,—Doctor Willis to be Chairman of the Professors' Court.

(5.) That the appointment of the Reverend William Rintoul, A. M., as Professor of Hebrew be sanctioned as an *interim* appointment; but that the final arrangement, as to this department, be deferred until it become apparent what provision is to be made for the Chair of Oriental Literature in King's College, and how far the liberality of the people will sustain the Synod in increasing the permanent staff of Professors.

(6.) That the General Committee be empowered to fix the salaries of Mr. Rintoul and of the Tutor, above referred to, and also to co-operate, as heretofore, in the administration of the Toronto Academy.

(7.) That a Committee be appointed to draw up, after consulting with the Professors of Knox College, and the Professors of New College, Edinburgh, a Constitution for Knox College, including arrangements as to the Government, discipline and Curriculum of Study, and as to the Standard of Attainments to be required of applicants for admission, coming either from Congregations in connection with the Synod, or from other quarters;—to transmit said scheme, when prepared, to Presbyteries for advice; and to report to the Synod at their next meeting; and that the said Committee shall consist of the following members; The Reverend Messieurs John Bayne, Ralph Robb, Mark Y. Stark, William Reid, William Gregg, Robert Boyd, William Leishman,—The Reverend William Reid, Convener.

(8.)—That the Synod tender their thanks to the Treasurers of the General and Bursary funds, and request their continuance in office.

II. "QUINQUENNIAL CURRICULUM OF KNOX COLLEGE, TORONTO," 1848.

I have been induced, in this instance, to depart from the rule which I had laid down, in the preparation of this "Documentary History of Upper Canada" not to insert any Curriculum, or Course of Study, in a Theological College. I have not followed that rule in this case, from the fact that this Course of Study in Knox College was partly literary, (for two years,) and partly theological, (for the remaining three years). The literary, or preparatory, part of this Course was however, so strongly criticised, in a printed letter to the Board of Knox College, by the Reverend Doctor Burns, Professor of Theology in the College, that the Reverend Henry Esson, Professor of Mental and Moral Philosophy in the same College, (and who had sketched out the Course of Study impugned,) published an elaborate defence of that Course in 1848, as (a reply to Doctor Burns) in a pamphlet, extending to 111 printed pages. The whole subject, therefore, came within the scope of this Documentary History.*

SUMMARY OF THE CURRICULUM OF KNOX COLLEGE, TORONTO, 1848.

The following, Mr. Esson states, may be taken as the

General subject matter of the Educational Course of Knox College: The subject matter of the entire Educational Course, may be distributed into four grand departments;

* The title of Mr. Esson's Pamphlet is: "Statement relative to the Educational System of Knox College, Toronto; with suggestions for its Extension and Improvement. By the Reverend Henry Esson, Professor of Mental and Moral Philosophy." "Toronto: Printed by J. Cleland, King Street, 1848."

The First, which may be denominated the department of Literature, would embrace Grammar; Language, Classical and General Literature.—

Second, Science, Mathematical and Physical—whether taught within or without the walls of our College; this must be held to be an essential and integral part of our course—

Third, Philosophy, mental, political, moral,—including of course, Logic, Rhetoric, Ethics, or Morals,—together with Natural Theology, as its practical branches—

The Fourth division of our general course, would embrace Theology, in all its extent, in all its great departments.—In the preparatory course, corresponding to this last, would be what we may call Sacred Literature, that preparatory and elementary instruction and training in the Vernacular Scriptures, Catechisms, Confession of Faith, which ought to precede and prepare the way for the first theological class.

III. SUGGESTIONS AS TO THE IMPROVED METHODS OF SCHOLASTIC TRAINING.*

Apart from the special and local application of the following Exposition to Knox College, of the best methods of educating young men at College and training them in literary methods, it has a much wider scope, and is admirably adapted, in its suggestions, to meet the case of students in any College, or University. The general Principles on which these suggestions are founded are fully and ably expounded in the following remarks of the Reverend Mr. Esson :—

I. The whole course of Study in Knox College, (including two years of preparatory Study.) is here designed to occupy the space of five years, to those who are found proficient in all the preliminary branches of knowledge, which are required as the condition of their admission—

(2) To those, thus duly qualified, the term of their prescribed curriculum extends to five years, and is divided into the preparatory training,—embracing the first two years, and the finishing, or perfective, training, which takes in the remaining three years; in other words, a biennial curriculum of Literature and Philosophy and a triennial, in which Science—Theological and Biblical—is the chief or prominent subject, but Classical and General Literature, with Science and Philosophy, are continued, and made to go hand in hand with the other studies, more strictly professional—

(3) When the candidates for admission are found deficient in the requisite measure of intellectual culture and literary attainment, either their admission must be postponed, or the period of their preparatory education prolonged.—In many cases, it will be found, that six years altogether, will be necessary for the completing of their education—

II. The first, and most essential principle of all, is the continuity of the Course, and the simultaneous prosecution of all the great departments, Literary, Philosophical and Theological, so as to lead the student onward in a judiciously graduated scale of progression, in all the co-ordinate and essentially connected branches; remembering, that the growth of the mind is like that of the body, and that, there is a certain time necessary for the due and healthy expansion and invigoration of the mental powers and capabilities, and, by natural and necessary consequence, for the work of intellectual culture, and the acquisition of knowledge, as the food and nourishment of the mind.

(2) As there is a certain and early stage of life, in which the bodily constitution is slowly and insensibly formed to a sound, healthy, vigorous habit of life and activity, by suitable bodily exercises and training, so nature indicates and defines to us a like stage in the course of mental development, in which a certain length of time, or order, and a succession of suitable exercises and studies are required, that all the faculties may attain their due strength and maturity, and may have their perfect work. It is on this ground that I would plead for what I have termed the continuity and perpetuation of all the principal studies, Classical, Mathematical, Physical, Philosophical, subordinating them all to the Theological, and lessening the time and attention, allotted to them, as we approach the termination of the whole Curriculum. This seems to me necessary, according to the analogy of the natural world, to allow the seed sown; to enjoy the influences of the successive seasons, or the mental faculties to pass through the successive processes of development and increase, that like the constituent organs of the animal and natural frame, they may grow with each others growth, and strengthen with each others strength. The

* This Scheme of Education to be given in Knox College was prepared by the Reverend Henry Esson, A.M., Professor of Mental and Moral Philosophy in that College during the Session of the College in 1846, 47, and afterwards submitted to the College Committee. It was revised and republished in 1848, with the accompanying expository statement of its scope and object.

various subjects of reading, lectures, study, generally require a length of time to sleep in the mind,—to take living root—to be concocted—expanded—matured.

II.—Intimately connected with this last, is another principle, that of directing and animating the student, in the private prosecution of reading and study, during the recess, no less than in his working in the College Classes during the Session. For this purpose, and to maintain unity and simplicity, amidst the manifold variety of branches, that must be comprehended in our course, tending to perplex, distract and bewilder, it seems necessary to select and prescribe a limited, at least not an unduly extended, field of work, specifying the branches, studies and exercises of each year,—session,—recess,—in a printed programme—Let Class Manuals, or Text Books, the best and choicest of the kind, be adopted, and be regarded as defining, by their contents, the range of probationary trials of examination, and the minimum degree of knowledge in each department, which will be exacted, as the indispensable condition of successful competition, and let other standard writers be recommended as subsidiary, or supplementary, to those, leaving it to the voluntary determination of the students, severally, how many of such books, they shall read, or consult, or how much of each, as this must evidently depend upon leisure, abilities, means, zeal, or other circumstances. It is our duty to give them, that direction, excitement and enforcement, which may operate equally, uniformly, constantly, upon all, producing in all, the greatest possible amount of mental culture and improvement, and literary and scientific proficiency,—proportioned to the gifts of nature and grace, or the favourable circumstances in which Providence may have placed them : and, at the same time, defining the very minimum of readings, exercises and acquirements, which will be required to warrant their receiving a passport from stage to stage.

III.—The third general principle—by which I should hope, we might be able to give life and energy to the students and to sustain, as well as quicken and invigorate their application and industry in the work, is the faithful strictness, without rigour, or any unreasonable severity, with which we conduct those periodical examinations, those probationary trials,—by which I would deem it most desirable, that they should purchase for themselves, in the words of the Apostle, “a good degree” and win by merit, every step of progressive advancement from the commencement to the close. This influence would operate upon them habitually, would not work them into any feverish excitement, would tend powerfully to establish right, healthy habits, intellectual and literary : in my apprehension, none of them more to be prized, than that of reading and studying under the vivid and unintermitted sense of responsibility, feeling, that the knowledge, which they seek, must be engrafted into their minds, and be in them and abide with them, throughout, not only one session, but must stand them in good stead, in all the periodical and reiterated examinations which are awaiting them. It is thus, that I would enforce the necessity of a sustained and unflagging diligence and perseverance, and would make our direction nearly as effective as our immediate and personal inspection, and render the recess of College as busy and as fruitful as our most strenuous working Sessions have hitherto been.

IV.—A programme of the course, and an outline of his prelections by each Professor, with a series of printed queries, and references to the sources of information accessible to the student, would, in my judgment, be of incalculable benefit—would contribute to give a wonderful facility and furtherance to the work, and, at the same time, would secure unity and systematic order and precision—an object of the highest importance.

(2) In this Programme, it would be proper to define the Text Books, which ought to be always the best and most approved, and of such a reasonable number, extent and cost, as to enable all the students to obtain them, and to master their contents. It should be our aim, under each branch, to make out distinctly and clearly, the minimum of attainment, which will be satisfactory, and, at the same time, to give the greatest scope and best direction to those of our Students, who possess ability, zeal, leisure, and means for more extensive and profound acquirements, to make the most of their advantages. Besides the Text Books, therefore, there should be others prescribed for reading and study, or, as subjects of oral, or written, examinations ; also a more extended list of Books to be consulted, or perused, as a voluntary work, a labour of free will and love, and this, with a special view to economise, and render most productive of benefit and improvement, the time and studies of the learner—

V.—But, of all methods of accomplishing the legitimate and valuable ends of sound and enlightened education, and providing the most effectual antidote to the danger of contracting the evil habits,—to which all students, more or less, are prone,—of loose, desultory, superficial reading and thinking, and of incoherent and rambling excursions out of the course of well-digested and systematic study, none is comparable to that indicated by Stewart, videlicet : the habit of committing to writing, in a systematic form, all our acquired knowledge, whether it be the fruit of reading, or of our own original reflection, and doing this, with all the order, precision, and regularity of a merchant, whose Books exhibit a clear and complete system of all his transactions in business, with periodical reviews and balancings, in order to estimate his losses and gains, and thereby to ascertain the progress or decline in his trade and fortune. It is easy to see how effectual such a method of study would be for ensuring the best direction of the work, the most powerful enforcements of habits of order and application, and the most satis-

factory testing and ascertainment of the actual proficiency of the Student at every stage of his educational career. By exacting in this manner, a systematic written record of the net product, so to speak, of his reading and thinking conjointly, embodying with the Student's own original reflections and annotations, abstracts and summaries of books read, and of the systems of scientific knowledge essentially connected with his academical course, and forming a part of his probationary examination. A sure foundation would be laid of solid learning, and, which is infinitely more important, of habits of sound thinking. This, it is evident, is the only way in which the mind can be imbued with a genuine love of truth, and, as the natural fruit, a pure taste for Science and Letters, combining with the taste and the spirit of Literature, the most enlightened means and methods of its cultivation. It cannot be doubted, that there is an intimate and vital sympathy subsisting between our intellectual and our moral and spiritual being, so that the right culture and discipline of the former cannot fail to be highly propitious to the fullest expansion and most perfect working of the latter.

VI. It is to be understood, that every Session shall be opened by a general review and inventory of past studies and acquirements, and especially, by a strict and searching examination on the subjects of reading, study, and prescribed exercises of the Session and immediately preceding,—the result of this examination being made the condition and criterion of the status of the Student, during that Session. A similar review and recapitulatory examination shall be understood to form the business of two, or three, weeks, at the close of the annual course, and honorary prizes, to be allotted to those who shall be found most distinguished by proficiency.

VII.—At the final close of his Classical, Literary, Philosophical, and Theological training, it should be a standing law of our Church, that, in no case, shall any one receive a license to preach the Gospel, who, after a strict and searching examination shall not be found so well grounded at least, in the grammatical elements of Latin, Greek, and Hebrew, as to capacitate him to become, in due time, with proper industry, proficient in these languages, and to attain that critical acquaintance with the Divine Word, which, in this enlightened age, is indispensable to the due qualification of a Minister of the Gospel. In the department of Philosophy and Science, the very minimum of the qualifications required, should be a perfect mastery of the principles of the Baconian Method, and the philosophy of Locke and the Scottish School, as laid down in Reid and Abercrombie. To this I would add, an intimate knowledge of the great works of Butler, his Analogy and his Sermons—Such a measure of attainment in Languages, Literature, and Philosophy, as I have proposed as the minimum of the Church's requirements for all Students of Divinity, under her auspices, would afford sufficient security that our Ministers should not, at least fall below the standard of the age, and would necessarily lead to a higher tone of professional qualification. This demands the most anxious and careful attention of the Church. As the real efficiency of our Theological Institute, next to the moral and spiritual training of the Students, will be determined by the strictness with which this minimum amount of qualification is practically enforced. As nothing can be more reasonable, or moderate, than the standard, here proposed, it would be worse than weakness, and a dereliction of duty, upon the part of our College and our Church, it would be a cruel wrong done to the candidates for license, if they were permitted to go forth into the field, without this modicum of learning sacred and secular.

HENRY ESSON.

TORONTO, June 28th, 1848.

NOTE As to the specific charge of Doctor Burns, that the Preparatory Department of Knox College failed to properly and fully prepare Students for their after studies, Mr. Esson says :

At the commencement of 1845, 6—immediately after Doctor Burns' instalment as Professor of Theology, a number of Students . . . were prematurely hurried out of the Preparatory Department . . . some of them in spite of their own very earnest reclamations . . . and were, in a manner, constrained to embark on the study of Biblical Criticism . . . I would thus publicly remind Doctor Burns, that, in opposition to the urgent remonstrances jointly of Mr. Rintoul and myself, as well as . . . of several of the Students, did he persist to drag them into his class, and preclude, thereby, the very possibility of that preparation for which he had contended, and for the neglect of which we are now publicly arraigned, as Member of the College Committee "

IV. REPORT OF THE TORONTO ACADEMY FOR 1848.

1. The Academy originated in circumstances connected with the history of the Presbyterian (Free) Church of Canada.—

2. The Synod of that Body having fixed on Toronto as the seat of their Seminary, (Knox College,) for training young men for the Ministry, a favourable opportunity presented itself of

connecting with that Institution a Preparatory School, for the different branches of useful knowledge, which might be made accessible to young persons generally, irrespective of profession, or denomination. Along with a Day School, for elementary, classical and commercial education, it was also resolved to set up a Boarding House, for young persons from the country, whose parents might desire to avail themselves of such education for their families.

3. The character which it was the wish of its originators to give to the Seminary, was that of an Institution thoroughly imbued with Christian influences, but divested of all sectarian tendencies. This desire has been, they trust, amply realized; and the Directors are satisfied, from the experiment which has been made, that, by a judicious combination of religious instruction with efficient teaching and discipline, much more might be done than is usually attempted in Elementary Schools, to elevate and improve the moral character of young men.

4. The Boarding Department of the Institution in particular, the Directors have been desirous to place on such a footing as to its religious, moral and intellectual character as should entitle it to the entire confidence of parents and guardians throughout the Province. While they believe that the elements of a liberal education will now be effectually communicated in the Toronto Academy, they are assured, on the best of proof, that the youth residing within the walls of the Institution will enjoy, in a very high degree, the comfort and care of the parental roof, and will, in all respects, be under kind and judicious treatment.

5. As the Directors have no pecuniary interest in the Institute, they feel they can express themselves, without hesitation, regarding its merits; and they look with confidence to the friends of the Institution throughout the City and Province for increasing patronage and encouragement.

6. The progress of the Institution may be estimated from an examination of the following particulars:—

7. Number of pupils entered since the opening of the Academy in September, 1846, 247; number who left since September, 1846, 110; died, 2; number of pupils at this time, (July 1, 1848,) 155; the maximum attendance was in Spring of 1848, 170; of the pupils at present in attendance, there are studying English alone, (*i.e.*, neither attending Classics nor French,) 70; Latin, 72; Greek, 21; French, 23; English Grammar, including advanced classes of English composition and elocutionary Reading, 124; Geography, 111; History, 120; receiving lessons in General Knowledge, 94; Writing, nearly all except advanced Latin and Greek classes; studying Arithmetic, 112; Book-keeping, 6; Algebra, 16; Euclid's elements, 34; practical Mathematics, 8; Drawing, 10; elements of Natural Philosophy, including Astronomy and use of the Globes, 13.

8. Scriptural reading, with exercises on the historical and practical portions of the Holy Scriptures, form a regular part of the system.

9. The year is divided into periods of eleven weeks; and the following arrangements of periods has, for the sake of convenience, been adopted:—From September 1st to November 17th; from November 17 to February 10th; from February 11th to May 1st; from May 2nd to July 12th.

10. Eight weeks are allowed for vacation—one week at New Year, and the rest from July 12th to September 1st.

11. Information regarding the branches of education in the Seminary, and other particulars will be furnished, on application, by letter, or otherways, to the Reverend Principal Gale, at the Academy, or, Doctor Burns, Chairman of the Directors.

IV. THE ROMAN CATHOLIC CHURCH, REPRESENTING REGIOPOLIS COLLEGE.

The following Copies of Correspondence with the Executive Government were kindly furnished to me by the Authorities of Regiopolis College in February, 1900.

As these Letters were addressed direct to the Governor-General-in-Council through the Provincial Secretary, no copies of them appear in the Parliamentary Records of the time.

I. LETTER FROM VICAR GENERAL MACDONELL TO THE PROVINCIAL SECRETARY.

Having, in conjunction with Bishop Phelan, as Trustees of the College of Regiopolis, petitioned the Executive Government of this Province, at the opening of the present Session of the Provincial Legislature, for a grant of money towards the support of the said College, I take

the liberty to apply to you to know, whether, or not, the Executive Council have come to any final decision upon the said Petition, and to be made acquainted with the results thereof.

I am very anxious to be informed of the decision of the Council, because the College Corporation, in order to complete the Building, and put the Institution into proper operation, were under the necessity of borrowing the sum of Eight Hundred pounds, (£800,) which amount will shortly become due; and if they cannot expect any assistance from the Legislature, they must endeavour to take some other steps to meet the demand, and preserve the credit of the Institution.

I fully conceive that the state of the Finances of the Province, and the many demands upon the liberality of the Government, for other and similar purposes, may place the Executive under the impossibility of recommending them all to the favourable consideration of the Legislature, but I beg leave to remark that the College of Regiopolis stands upon a different footing from any other Institution, and its claims for support are, therefore, entitled to the most serious consideration of the Government.

The present number of (Roman) Catholics in Upper Canada is not short of One Hundred and Forty Thousand, (140,000,) and they are yearly increasing more rapidly than any other Denomination of Christians. They never, to this day, have received a farthing from the Local Government for educational purposes; they are poorer than other Religious Denominations,—being chiefly composed of emigrants from Ireland, who trace their present and former wretchedness to oppression and misrule in the Land of their birth, and who, in consequence thereof, arrive in this Country not always with the most friendly feeling towards the British Government. Moreover, there is no people in the world over whom their Clergy have a greater influence. The great consideration then, of a wise Government should be to direct that influence into the proper channel, by treating both the Clergy and the people in such a manner as to convince them of the paternal feelings of the Government towards them. In this, the British Government has failed constantly in Ireland, and against the same misfortune the Government of this Country ought to provide in time with the most anxious care and attention.

The bringing up of Clergymen from their youth in the principles of morality, piety, loyalty and attachment to the Crown of Great Britain, and to the Constitution of this Country was the sole object which my late Uncle, Bishop Macdonell* and was had in view by him in all his exertions and sacrifices for the establishment of the College of Regiopolis, and such have been the constant views of all those who have interested themselves in behalf of the Institution ever since his lamented decease.

A few hundred pounds, more, or less, cannot alter materially the pecuniary circumstances of the Country; and sound policy would never consider it a sacrifice, particularly under the present circumstances, where it becomes so necessary to gain the goodwill and cooperation of such a numerous Body as the (Roman) Catholics of Upper Canada.

ANGUS MACDONELL.

MONTREAL, April the 25th, 1846.

II. MEMORIAL OF VICAR GENERAL MACDONELL TO THE GOVERNOR GENERAL.

The Memorial of the Very Reverend Angus Macdonell, acting Trustee for the Corporation College of Regiopolis, to His Excellency the Earl Cathcart, Governor General of British North America:

Most Respectfully Sheweth:—

1. That at the opening of the Present Session of the Provincial Legislature, Your Memorialists, in conjunction with the Right Reverend Patrick Phelan, Bishop of Carhar, and the Administrator of the Diocese of Kingston, took the liberty of petitioning Your Excellency-in-Council, in which they represented the difficulties and embarrassments of the Institution, and, in which also, they represented that, as the cause assigned for refusing them assistance last year, by the Executive, was, that the College of Regiopolis was not then in operation, and that His Excellency would not recommend the Legislature to make any grant of money towards any Institution similarly situated, such cause not now existing, as, although the College was not then entirely completed; yet Your Petitioners had in full operation a Preparatory School, attended by one hundred and thirty boys, and a Theological class attended by eleven students, and that the College itself would be completed in the course of the Summer.—

2. That Your Petitioners, therefore, hoped that Your Excellency-in-Council would recommend such a sum of money to be granted to them as would be sufficient to place the Institution upon a useful and permanent footing.

* For reference to Bishop Macdonell, see pages 306-310 of the Fifth Volume of this Documentary History.

3. That Your Memorialists, being unable to ascertain the intention of the Executive, in reference to the above mentioned Petition, although he had frequently spoken to some of the Executive Council upon the subject, wrote, on the second day of April last, to the Honourable [Henry Sherwood], Attorney-General of Canada West, a Letter, which he terminates with the following words :—

Independent of the justice of granting the request of the Petitioners, I take the liberty also, of suggesting the policy of doing so, particularly in the present position of affairs in this Country, as a cheap and efficient mode of securing the cordial coöperation of the (Roman) Catholics of Canada West, in case of their services, being required.

4. That having received no answer from the Honourable the Attorney-General, Your Memorialist wrote [the preceding Letter,] and on the 25th of April last, the following Letter to the [Honourable William Cayley] Inspector-General :

Having, in conjunction with the Right Reverend Patrick Phelan, Bishop of Carthage and Administrator of the Diocese of Kingston, taken the liberty of petitioning His Excellency-in-Council, in which we represented the difficulties and embarrassments of the Institution, in which also we represented, that, as the cause assigned for refusing them assistance, last year, by the Executive, was, that the Institution was not then in operation, and that His Excellency would not recommend to the Legislature to make any grant of money towards any Institution similarly situated, such cause not now existing, as, " although the College was not then entirely completed, yet, Your Petitioners had, in full operation, a Preparatory School, attended by one hundred and thirty boys, and a Theological class, attended by eleven students, and that the College itself would be completed in the course of the Summer. That Your Petitioners, therefore, hoped that Your Excellency-in-Council would recommend such a sum of money to be granted to them as would be sufficient to place the Institution upon a useful and permanent footing."

5. That, instead of communicating directly to Your Memorialist the decision of the Executive Council, although they [Members of that Council], were aware of his being in Montreal, the Honourable Dominick Daly, Provincial Secretary, wrote, in the course of last week, to Bishop Phelan, that His Excellency, the Governor-General, does not consider that he can, with propriety recommend an appropriation to defray the expenses incurred in the completion of the College of Regiopolis, to the favourable consideration of the Legislature.

6. That Bishop Phelan, as well as Your Memorialist, were aware that Your Excellency would hardly recommend to the favourable consideration of the Legislature an appropriation to defray the expenses incurred in the completion of the Building, and took good care not to lay the whole stress of their claims for support upon the justice of that representation alone, and as the whole cause assigned by the Honourable, the Provincial Secretary, for refusing assistance for the support of the Institution is grounded on the erroneous supposition that the grant was prayed for by the Corporation with the sole object of defraying the expenses incurred in the completion of the College. Your Memorialist cannot bring himself to believe that Your Excellency could have been made cognizant of the contents of the Petition and the decision arrived at by the Executive Council ; and, as he is convinced of the friendly feeling of the immense majority of both sides of the House of Assembly towards the College of Regiopolis, he hopes that Your Excellency-in-Council will be pleased to recommend the prayer of the Petition, and also recommend to the favourable consideration of the House the propriety of granting to the College some assistance for purposes similar to those assigned for granting the sum of Five Hundred Pounds, (£500,) annually to the Victoria College at Cobourg, independently of the large sums granted under the specious name of a loan to the Trustees of the Institution, towards defraying the expenses incurred in the completion of the College* ;—and, as in duty bound, Your Memorialist will ever pray.

KINGSTON, 1847.†

ANGUS MACDONELL, Vicar General.

NOTE. On the 5th of November, 1847, the Petition printed on pages 64, 65 of this Volume was adopted, but there is no evidence to show that it was ever presented to the Legislature. An elaborate statement of the case, and of the reasons for adopting the Petition, are given in that statement.

* The circumstances under which this loan-grant were made are fully detailed in Chapter vi, pages 103—124, of the Third Volume of this Documentary History.

† No further date is given to the copy of the Petition sent to me.

CHAPTER XXVI.

PROCEEDINGS OF THE BOARD OF EDUCATION FOR UPPER
CANADA, 1848.

NOTE. Only business of general or public interest, is, as a rule, recorded in this Chapter. The exception is, that 1848, being the first year in which the Provincial Normal School was in operation, more of the detail of its management, being new, is given. In this year also, the Model School adjunct was opened, involving much financial correspondence with the Executive Government, etcetera.

January 4th, 1848. The following Communications were laid before the Board : (1) From the Chief Superintendent of Education of Lower Canada, apologizing for his absence at the opening of the Upper Canada Normal School. (2) From the Secretary of the Province, stating that His Excellency had been pleased to direct the issue of a warrant for £500, on account of the Board of Education for Upper Canada. (3) From Mr. T. H. Robertson of Norwood, Colborne District, applying for the situation of Teacher of Hullah's System of Music in the Provincial Normal School, etcetera. (4) From Messieurs Nichol and Phelan, applying for the Mastership of the Normal School. The Chief Superintendent of Schools, informed the Board that he had effected an insurance on the Normal School premises, in terms of the Provincial Secretary's letter, dated twenty-third of February, 1847.

Ordered, That a Master of the Model School be appointed, with a salary not to exceed One Hundred pounds, (£100,) Currency, per annum.

Ordered, That the Chief Superintendent of Schools be pleased to write to the Common School Superintendent of Prince Edward District, requesting information as to the qualifications of Mr. Charles Lowey, and the probability of being able to engage him as Master of the Provincial Model School ; and that, in case of Mr. Lowey's not being able to accept of the situation, the Chief Superintendent of Schools be authorized to confer the appointment upon Mr. Shanks of Belleville.

Ordered, That Mr. T. H. Robertson of Norwood be engaged as Teacher of Hullah's System of Music, in the Normal and Model Schools, and that, upon trial, should he prove competent, the Board pay him Ten shillings per week, towards defraying the expenses of his board.

NOTE.—The following Letter was written to Mr. Charles Lowey of Prince Edward District :—

The Board of Education for Upper Canada is now ready to open a Model School, in connexion with the Provincial Normal School, and is desirous of employing a Teacher in said Model School,—a Teacher who understands the system of teaching in the National Model Schools in Dublin.

I am induced, from the favourable opinion I formed of your abilities at the School Meeting in Picton, and from further inquiries as to your qualifications and character, to offer you the situation of Senior Teacher in our Model School, upon trial for the present Session, to end in April. If you succeed to the satisfaction of the Board, your salary will be One Hundred pounds (£100,) per annum ; if you should not succeed, the Board will pay you at the rate of £100, during the time you are employed,—at least one quarter's salary. I trust, however, that you will have no difficulty in succeeding. You will have the daily counsels of the excellent Head Master of the Normal School.

It will be desirable for you to spend a few days at the Normal School and in consultation with the Head Master respecting the apparatus and interior arrangements of the Model School, before you commence work ; and we wish to open the Model School by the middle of next month, at the latest.

EGERTON RYERSON.

TORONTO, 21st January, 1848.

February 4th, 1848.—The following Communications were laid before the Board : (1) From the Superintendent of Common Schools, Prince Edward District, stating what were the relative qualifications of Messieurs Shanks and Lowey for the appointment of Master of the Upper Canada Model School ; (2) From Mr. Thomas H. Robertson of Norwood, accepting the appointment of Teacher of Hullah's System of Music in the Provincial Normal and Model Schools ; (3) From Mr. Charles Lowey accepting the appointment of Master of the Provincial Model School.

The subject of opening the Provincial Model School having been discussed it was

Ordered, That the Model School of Upper Canada be opened for the reception of Pupils on Monday the 21st day of February, instant; and, that an announcement be made thereof.

Ordered, That the pupils of the Model School be selected from the various School Sections of the City,—twelve boys from each Section—of the ages prescribed by the School Law;* and that the fees, to be paid by each Scholar, be at the rate of two pence per week, payable every Monday morning in advance.

Ordered, That the Head Master be authorized to procure the necessary requisites for the Model School.

February 11th, 1848. Ordered, That the Chief Superintendent of Schools, with the Head Master, be authorized to make temporary arrangements on such terms, as they shall deem most advantageous for teaching Hullah's System of Vocal Music to the Pupils in the Normal School, during the absence of the Master already appointed.

Ordered, That from two to four o'clock, on Friday afternoon of each week, be set apart for the Separate Religious Instruction of the Pupils in the Normal School by the Clergymen of the Religious Persuasions, in the City, to which the Pupils respectively belong; and that a note, to this effect, be addressed by the Recording Clerk to each of the Clergymen concerned; and also, that this order be read to the Pupils of the Normal School.

(NOTE.—In accordance with this Minute the following Letter was sent to the City Clergy.

I have the honour to transmit to you, the following Resolution of the Board of Education for Upper Canada :—

“*Ordered*, That from two to four o'clock on Friday afternoon, in each week, be set apart for the separate Religious Instruction of the pupils in the Normal School by the Clergymen of the Religious Persuasions in the City, to which the pupils respectively belong; and that a note to this effect be addressed by the Recording Clerk to each of the Clergymen concerned.”

J. GEORGE HODGINS.

TORONTO, 19th of February, 1848.

February 15th, 1848.—Delay having occurred in regard to the teaching of Vocal Music by Mr. Robertson of Norwood, propositions were received from Messieurs Clarke and Townsend, respecting the Teaching of Vocal Music to the Pupils in the Normal School, having been considered by the Board, it was

Ordered, That Mr. Clarke's proposal to teach the Pupils in the Normal School at the rate of five shillings for each lesson be accepted for the remainder of the Session,—provided he will engage to instruct the pupils on the Hullah's system.

Ordered, That the Chief Superintendent of Schools be pleased to prepare a Communication to be addressed to the Government on the subject of increasing the Annual Grant to the Normal School, and lay it before the Board for consideration at its next meeting.

Moved by His Worship, The Mayor of Toronto, (Mr. William Henry Boulton, M.P.P.,) seconded by Mr. James Scott Howard, and—

Resolved, That the Honourable Samuel Bealy Harrison, Q.C., be appointed Chairman of this Board, in the room of the Right Reverend Bishop Power, deceased.

The Chief Superintendent of Schools laid before the Board, the Draft of the following Communication to be addressed to the Government on the subject of increasing the facilities for a larger number of Students to attend the Normal School

The Board of Education for Upper Canada desire to submit to the consideration of the Governor General-in-Council, the following remarks and recommendations on the subject of the Provincial Normal and Model Schools.

1. The repairs and furnishing of Buildings have been made, and the apparatus for Lectures in Chemistry and Natural Philosophy has been procured; and all the preparations necessary for opening of the Normal and Model Schools have been completed, within the estimate of Fifteen Hundred pounds, (£1,500),—the sum granted by Parliament for those purposes.

2. The Normal School was opened, under encouraging circumstances, on the first of November, last; and the number of Students now in attendance exceeds fifty. The Model School was opened the twenty-first instant, and with upwards of fifty boys as pupils, whose number will, doubtless, be increased in the course of a few days, to one hundred,—the number as limited by the Provincial Board of Education.

3. The Board have been peculiarly fortunate in the selection of a Head Master of the Normal School, and the Mathematical Master and Lecturer in Chemistry and Natural Philosophy. These gentlemen in attainments, ability, practical knowledge and zeal, are all that the Board could wish,

* i. e., from five to sixteen years of age.

and the annexed programmes of their Lectures* will evince the comprehensive and practical character of the course of instruction, which has thus far been pursued, and which is contemplated in the Normal School, and the great benefit to the Country at large, which must ensue from such a training of its School Masters.

4. The attendance of Students at the Normal School is also much larger, than had been anticipated during the first Session,—being nearly twice as large as that with which the Normal School for the large and populous State of New York commenced.†

5. The Normal School Premises are found to be convenient and, in every respect, admirably adapted for the purposes to which they are now applied.

6. The Students of the Institution lodge in the City,—in houses approved by the Board; and besides giving the instruction and furnishing them with books free of charge, the Board of Education have hitherto aided each Student, intending to devote himself to school teaching, to the amount of five shillings per week, towards the payment of his board and lodgings. This is an item of expense which was not taken into account, when the estimate was made, by the Chief Superintendent of Schools, in 1846,‡ for the current expenses of the Normal School, and amounts now to twelve pounds, ten shillings, (£12, 10, 0,) per week. We have felt, that, in commencing a system of Normal School instruction, some inducement of this kind should be held out to young men, who are preparing themselves for the profession of school teaching. With scarcely an exception, they are young men of very narrow means; and their circumstances and prospects of emolument, from school teaching, are not such, as to enable them to make much sacrifice of time and money, to obtain higher qualifications for that important, but too little appreciated, profession.

7. This same course was adopted by the Managing Committee of the Normal School, established at Albany, in 1844, for the State of New York. There, a larger amount of pecuniary aid was given to each Student, in addition to free tuition, than we have thought it advisable to propose at the opening of the Normal School for Upper Canada; but the advantages of the Normal School in that State soon become so apparent, and the desire to secure them soon became so general and strong, that the Managing Committee of the Normal School at Albany, felt themselves justified in first, reducing, and, at length, altogether discontinuing the pecuniary aid to Students at this Normal School; and yet the attendance, at this time, exceeds three hundred. So we are of opinion, that the pecuniary assistance to Students at our Normal School, may, in the course of a year, or two, be reduced, and perhaps ultimately discontinued. But the propriety and expediency of this course, time and circumstances, alone can determine.

8. The Provincial Board of Education, however, are unable even to continue the present amount of aid to Students without an additional appropriation from the Legislature in support of the Normal School for Upper Canada. We annex to this Communication an estimate of the current expenses of the Normal School for the present year.§ It will appear from this estimate, that the current expenses of the Normal School Establishment, independent of aiding Students, will be about Thirteen Hundred pounds (£1,300) per annum—that is £200 within the estimate originally given in, by the Chief Superintendent of Schools, of its probable current expenses, and for which, provision has been made by Act of Parliament.||

9. There is every reason to believe, that the attendance of Students at the Provincial Normal School, during the next Session, (to commence in May next), will not be less than one hundred. But the Board of Education cannot extend the present amount of assistance, even to fifty Students (the number now in attendance,) without Five Hundred pounds, (£500,) additional aid from Parliament; and an additional Grant of One Thousand pounds, (£1,000,) will be necessary to enable the Board to extend like facilities to one hundred candidates for school teaching. . . .

10. The Upper Canada Board of Education are gratified at being able to state, that their proceedings have been thus far successful beyond their most sanguine expectations, in regard, both to the Provincial Normal School, and the recommendation and means employed to facilitate the introduction of a uniform Series of valuable Text Books for the Common Schools.

11. In no respect have the Board of Education exceeded, in expenditure, the sums of money which have been placed at their disposal. Of the vast importance of extending the facilities of the Normal School, the Board need not speak. They submit the subject to the favourable consideration of Government, with the single remark and suggestion, that, should the Government accede to the recommendation of the Board, it will be quite sufficient to include the sum, proposed to be given to extend the facilities of the Normal School in the Contingent Estimates of the Public Service for the current year, and they submit also whether it would not be advisable to grant a sum sufficient to enable the Board to extend these facilities to candidates from Lower Canada, several of whose applications we have been compelled to reject.

(NOTE. The consideration of the foregoing Communication was deferred until the next Meeting of the Provincial Board of Education on the 29th of February, 1848, when it was amended and signed by the Chairman for transmission to the Provincial Secretary on the 4th of March, 1848)

* This Programme is not repeated here, as it will be found on page 102 of this Volume.

† *Ibid*, page 100,

‡ See pages 61 and 78 of the Sixth Volume of this Documentary History.

§ This estimate, being temporary, is not inserted here. Its substance is given above.

|| Page 61 of this Sixth Volume of this History.

It having been proposed That Mr. Henry Youle Hind be appointed Mathematical Master and Lecturer in Chemistry and Natural Philosophy in the Normal School for Upper Canada, at a salary of Two Hundred and Fifty pounds (£250,) currency per annum—to commence from and after the first of April next ensuing, it was moved in amendment by Mr. James Scott Howard, that the annual allowance to the Lecturer on Natural Philosophy and Mathematics be Two Hundred pounds for the year commencing from the expiration of his present engagement. This amendment was lost and the original motion was carried.

Ordered, That Mr. James Scott Howard be appointed a Member of the Auditing Committee, to examine the accounts of this Board during the absence of Mr. Joseph C. Morrison at Montreal.

February 29th, 1848. The following Communications were laid before the Board : (1) From the Secretary of the Province, stating that His Excellency had been pleased to direct the issue of an accountable Warrant for £250—on account of the current expenses of the Board of Education ; (2) From Mr. T. H. Robertson, Norwood, stating that, owing to domestic affliction, he had been unable to proceed to Toronto to enter upon his duties as Teacher of Hullah's System of Vocal Music in the Normal School, and praying for an appointment next Session.

The Auditing Committee presented a verbal report, stating that the Accounts of the Board quite agreed with the vouchers laid before them ; and suggested that the purchase of Books, Models, prints and Apparatus, etcetera, should be placed under the head of Current Expenses—which was agreed to by the Board.

The Auditing Committee also submitted various accounts for approval by the Board, previous to being audited, which was agreed to.

Ordered, That the Communication to the Government, prepared by the Chief Superintendent, on the subject of increasing the facilities for Students to attend the Normal School,—deferred at the last meeting of the Board,—be transcribed, as amended ; and that the Chairman be authorized to affix his signature to it, on behalf of the Board, previous to its being transmitted to the Secretary of the Province by the Chief Superintendent of Schools.

Ordered, That, for the present, Mr. Robert Bell be engaged as Assistant Teacher in the Model School, at a remuneration of One pound currency per week, (£1,) to commence on the twenty-first instant.

Ordered, That the Head Master of the Normal School be authorized to select and employ two Monitors in the Model School, at the rate of one shilling each per week ; and that he also be authorized to charge the pupils in the Model School for the copy-books, which they may use in the School.

Ordered, That the Chief Superintendent of Schools be authorized to effect an insurance on Books, Furniture, and Apparatus in the Normal School to the amount of their original cost,—also on the Education Office, to the amount of £200, (on the Building and Fixtures,) and £50 on the Furniture and Carpets, etcetera, and on the Model School, to the amount of £250, on the Building and Fittings, and \$50 on the Books, Maps and Prints.

Ordered, That Public Notice be given, that a Female Department will be opened in the Normal School at the commencement of the next Session, on the same terms, and under the same Regulations, as those under which the male Students are now admitted.

NOTE. The following Notice on this subject was prepared by the Chief Superintendent, and inserted in the *Journal of Education for Upper Canada*, for 1848, Volume One, page 91 :—

The Board of Education have determined to establish a Female Department in the Normal School at the commencement of the next Session,—which will be in the middle of May. Experience has shown the great advantage, as a general rule, of employing Female Teachers for the instruction of young pupils. The writer of this notice witnessed a large number of Female Candidates for school teaching in the Normal Schools in Edinburgh, Dublin and Albany, United States. In the State of Massachusetts, one of the three State Normal Schools has been established for the training of Female Teachers, in that State, in 1837, there 3,951 so employed and in 1847, there were no less than 5,238 Female Teachers employed in the Public Schools of the same State.

March 21st, 1848. The following Communications were laid before the Board : (1), From the Assistant Secretary of the Province, stating, that the communication of the 4th instant, on the subject of increasing the facilities for pupils to attend the Normal School had been received and laid before His Excellency, the Governor General ; (2), From H. Y. Hind, the Mathematical Master and Lecturer in Chemistry and Natural Philosophy, proposing a scheme of draining and agricultural experiments to be made in the grounds attached to the Normal School. His Letter was as follows :—

Allow me to present for the consideration and approval of the Provincial Board of Education, a list of Agricultural Experiments which may, perhaps, be made with advantage, in that portion of the garden attached to the Government House, [Normal School], which may hereafter be set apart for the

purpose.* The accompanying list embodies upwards of fifty different experiments, for the purpose of testing the comparative effects of those manures upon different vegetables, which are easily accessible to the farmers of this Country ;—also of ascertaining the effect of subsoiling and thorough draining, and of approximating to the produce per acre of certain other vegetables, the cultivation of which may be attended with great benefit to the agricultural interests of this Country.

H. Y. HIND.

TORONTO, March 15th, 1848.

The proposition submitted by the Mathematical Master and Lecturer in Chemistry and Natural Philosophy for draining the Garden and performing certain Agricultural Experiments therein being duly considered, it was :

Ordered, That the Chief Superintendent of Schools be authorized to incur the necessary expense in promoting the objects contemplated in Mr. Hind's Communication.

Ordered, That one thousand copies of the Table prepared by Mr. Hind, entitled "A Comparative View of the Exact Chemical Constitution of Certain Soils, Vegetables and Manures" be printed for the use of the pupils in the Normal School.†

Ordered, That the First Session of the Normal School terminate on Thursday, the thirteenth of April next ; and be concluded by a public examination of the Students on that day ; and that a note of invitation be issued to the principal inhabitants of Toronto to attend the examination.

(This notice was given as follows) :—

A Public Examination of the Students in the Normal School, (at the end of the First Session,) will be held in the Institution, on Thursday, the fourteenth instant, to commence at eleven o'clock in the forenoon. You are respectfully invited to attend.

J. GEORGE HODGINS,

TORONTO, 7th of April, 1848.

Ordered, That the Chief Superintendent of Schools be pleased to urge upon the attention of the Government, the impoverished state of the finances of the Board, and request that a Warrant may issued at as early a date as possible, so as to enable the Board to pay the accounts now due and to meet the current expenses.

Ordered, That the Chief Superintendent of Schools be authorized to make the necessary arrangements for opening a Female Department in the Normal School, at the commencement of the Summer Session, and that the Summer Session commence on the fifteenth of May next.

A Communication from the Secretary of the Province was laid before the Board, stating, that His Excellency the Governor General-in-Council had been pleased to direct the issue of a Warrant for £250—and that the application for a further sum was under consideration.

Ordered, That the Head Master be authorized to give a Certificate to the Students, now about leaving the Normal School at the close of the first Session,—merely stating the period of their attendance at the Institution, and their general conduct while there.

Ordered, That the Chief Superintendent of Schools be pleased to write to the Secretary of the Province, impressing upon the Executive Government the great necessity and importance of an early answer to the application of the Board, dated the fourth of March, last, (page —) for means of affording increased facilities for pupils to attend the Normal School, during the Second Session. (The following is a copy of this Letter) :—

I have been requested by the Board of Education, which met this day, to beg of you to be informed what determination the Governor General-in-Council has come to respecting our recommendations of the Board of the fourth of March, with a view of facilitating the attendance of candidates of School Teaching at the Normal School for Upper Canada.

2. The Winter Session of the Normal School will close on the day after to-morrow ; the Summer Session will commence on the fifteenth of May ; applications are made, from day to day to know on

* In this Communication, Mr. Hind enters into a very full explanation of the variation in the climate of Canada and of the British Isles, and the necessity, therefore, for different treatment in Agricultural matters. He also deals with the necessity of drainage and sub-soiling. The list of experiments which he submits relate to Wheat, Oats, Barley, Potatoes, Turnips, Peas—thirty-six in all, besides eleven miscellaneous, relating to Beets, Artichokes, Indian Corn, Safflower and Sunflower,—the climate of Canada, he adds, is well adapted to the cultivation of both, and especially to the peculiar nature of the Sunflower. Mr. Hind further proposed that a portion of the Lawn be set apart for special experiments with the ammoniacal liquor of the gas works, with Gypsum, fermented Urine, Solution of Common Salt, etcetera. The whole of Mr. Hind's Letter with list of experiments will be found on pages 108—112 of the First Volume of the *Journal of Education for Upper Canada*, 1848. His four papers on "Agriculture in Upper Canada" will be found on pages 103, 116, 198 and 225 of the same Periodical.

† The elaborate table will be found on pages 168—170 of the First Volume of the *Journal of Education for Upper Canada*, 1848.

what terms Students will be admitted to the Normal School, during the Summer's Session. We are unable to give any definite, or satisfactory, reply to these enquiries and applications, until we know whether the Government has concurred, or will concur, in the recommendation of the Board, referred to.

3. A special meeting of the Board was called to-day, in reference to this important subject, and, with the expectation, that the information now sought for, would have been laid before the Board, by a Member, who had been requested to make the necessary enquiries of the Honourable Attorney General for Canada West. But the needful information, not having been obtained, I have been requested to write to you, by the first post, to ascertain, at your earliest convenience, how far the Government has been pleased, or may be expected, to concur in the recommendation of the Board on this vital department of our Elementary School System.

4. I beg permission to add, that, when the Bill providing for the establishment of a Provincial Normal School, was under the consideration of the House of Assembly, in the spring of 1846, the Honourable Robert Baldwin considered the estimate for its support too low, and said that he would be willing to vote for a much larger sum than that proposed for so important an object.

TORONTO, 11th of April, 1848.

EGERTON RYERSON.

Ordered, That the Grounds attached to the Normal School be placed under the charge of the Mathematical Master, in connexion with his Department, and that the whole of the Grounds be devoted exclusively to the purposes of Agricultural experiments, in connexion with that Department. . . .

May 19th, 1848. The following Communications were laid before the Board :

(1), From the Secretary of the Province, stating, that an accountable Warrant for £250, on account of current expenses, will be issued at the end of the present financial quarter ;

(2), from Messieurs Clarke and Townsend, applying for the situation of Teacher of Hullah's System of Vocal Music in the Normal School, (temporarily vacant).

Ordered, That the Head Master be authorized to apprise the new Students in the Normal School, that, until an answer to the application of the Board for additional means of affording pecuniary assistance shall have been received, the Board will assist them to the amount of five shillings per week, in accordance with the present printed terms of Admission to the School.

The Board deeming it necessary, that some Rules should be adopted for the internal management of the Normal and Model Schools, it was

Ordered, That the Head Master be requested to prepare a set of Rules for the Model School, and submit them to the Board.

The offers of Messieurs Clarke and Townsend to instruct the students in the Normal School in the Hullah's System of Vocal Music, having been considered, it was,—

Ordered, That Mr. Townsend's proposal be accepted for one Session, at the rate of Ten shillings per week, from the date of his entrance on the Books of the Normal School.

Ordered, That the cordial thanks of this Board be presented to Captain J. H. Lefroy, Royal Artillery, for the copies of the "Magnetical Observations," etcetera, kindly placed at the disposal of the Board, for the use of the Normal School.

Ordered, That the Recording Clerk transmit the foregoing Order to Captain Lefroy ; and that he also transmit to the Masters of the Normal School, their respective appointments, signed by the Chairman this day.

Ordered, That the Chief Superintendent of Schools be pleased to submit to the Executive Government, or its proper Officer, a statement of the Receipts and Expenditures of the Board, up to this date.

Ordered, That, with reference to the Correspondence which has taken place, between the Chief Superintendent of Schools, on behalf of this Board, and the Executive Government, in regard to the funds requisite for the current year, for the Normal School, and the balance due for the past year . . . the Chief Superintendent be instructed to proceed forthwith to Montreal, to confer on the subject with the Executive Government, and to urge the necessity of an immediate decision being given, on the estimate already submitted to the Government by the Board.

May 20th, 1848. A Letter from the Provincial Secretary, dated the Sixteenth instant, having been read, the Board adhered to the Order passed yesterday for the Chief Superintendent to proceed to Montreal, (and to submit to the Government) an abstract of accounts of the receipts and expenditure of both the special and annual Grants to this date, as certified by the Chairman, on behalf of the Board,

June 2nd, 1848. The Chief Superintendent of Schools, having reported, that, in accordance with the direction of the Board, he had proceeded to Montreal, and had an interview with the Inspector General, before whom he had laid the accounts of the Board,—that the result of that interview was satisfactory,—that, that Officer stated, he would urge the application of the

Board, of the fourth of March, upon the favourable consideration of the Executive Government, and, that a Warrant for £700 had been issued, to enable the Board to meet the claims upon it, and to meet the current expenses. It was then—

Ordered, That the Chief Superintendent of Schools be authorized to continue the usual weekly payment of five shillings, to each of the Students in the Normal School entitled to it, until the official decision of the Government, on the application of the fourth of March, (page —) be received.

The Head Master of the Normal School, submitted a set of Rules for the internal government of the Model School, which were adopted by the Board and ordered to be printed,—as follows :

1. The pupils are required, every day, that the Model School is open, to assemble punctually at nine o'clock, in the morning, after which hour none will be admitted ; and a quarter past one o'clock in the afternoon.

2. The Fees prescribed by the Board of Education for admission to the School, must be punctually paid every Monday morning, in advance.

3. Each Pupil must present himself neat and clean, in his dress, with both hands and face washed, etcetera.

4. When compelled by sickness, or other unavoidable necessity, to absent himself from School, a written, or verbal, explanation on the parent, or guardian, will be required.

5. The name of any pupil absent for one week, without such explanation having been made, will be struck of the roll without further inquiry.

6. Any pupil absenting himself from the School during the afternoon hours, without a satisfactory explanation, will be at once dismissed.

7. All pupils attending the School, must be respectful and obedient to their Teachers, and kind and conciliatory in their demeanor to each other. All quarrelling and games likely to lead to or excite ill-feeling of any kind, are strictly forbidden.

8. Any pupil, who is known to conduct himself improperly on his way to or from School, will be dismissed, or otherwise punished according to the nature of the offence.

9. As it is intended that the pupils shall be treated in every respect with kindness and affection, any who exhibits inattention, or disobedience, shall be debarred the privilege of being called out along with the class to which they belong, or eventually dismissed, if they persevere in misconduct.

June 20th, 1848. Only a case of Normal School discipline was considered at this Meeting of the Board.

June 30th, 1848. It having been stated, that some of the Normal School Students resided in Taverns, it was

Ordered, That the pupils attending the Provincial Normal School, drawing a weekly allowance from the funds, to assist in paying their board, be entitled to that allowance, only while they reside in such private, or boarding, houses as are approved of by the Board, and not in Hotels, or public Taverns.

Ordered, That the Chief Superintendent of Schools be pleased to submit at the next Meeting of the Board, such Regulations, relating to the internal management of the Normal School as he shall deem necessary

July 4th, 1848. The Chief Superintendent of Schools submitted to the Board, certain Regulations for the Internal Management of the Normal School . . .

Ordered, That the Head Master of the Normal School be requested to submit to the Chief Superintendent of Schools,—to be laid before the Board,—a list of the Houses at which the Students, attending the Normal School, reside, and also a list of such other Houses as are known to be open to receive Boarders, with a view of their being approved by the Board.

The Board of Education deem it proper to adopt the following Regulations prepared by the Chief Superintendent, defining the position and powers of the Masters of the Normal School, in their respective classes, and for the enforcement of proper discipline in the Provincial Normal School :—

1. Each Master shall be held responsible for the instruction and management of his own Department, and shall examine and classify each of the Students admitted into his classes.

2. Any Student absenting himself from any of the Lectures, or Exercises, shall account to the Master, from whose Lectures, or Exercises, he has absented himself ; and, in case of any application for leave of absence from a Lecture being made by a Student, it shall be made to the Master from whose Lecture, permission of absence may be sought. The dismissal of a class, or any Members of it, shall take place by the direction of the Master to whom the class may be reciting.

3. The Roll shall be called by the Master, in whose Lecture Room, the Students may be assembled, ten minutes before the time for commencing the Lecture.

4. The Masters in their respective classes, shall be invested with authority for enforcing discipline, and for enforcing due respect on the part of the Students; by public reprimand, and suspension, if thought advisable; but no Student shall be finally dismissed from the Normal School without the sanction of the Board.

5. The Model School shall be under the direction of the Head Master; but the system of selecting classes of Students to teach in the Normal School, shall be a matter of mutual arrangement between the Masters, in order that the absence of the Students may interfere as little as possible with the Lectures in the different Departments.

6. All cases leading to suspension shall be forthwith reported by the Head Master to the Chief Superintendent of Schools, to be submitted to the Board for its decision thereon.

Ordered, That the Chief Superintendent of Schools be pleased to communicate the foregoing Regulations to the Masters of the Normal School.

July 11th, 1848. The following Communications were laid before the Board:—(1) From the Secretary of the Province, stating, that His Excellency in Council had been pleased to direct the issue of a warrant for £625—the balance of £250, due on the current year, and the whole of the ensuing quarter's instalment of the Annual Grant of Fifteen Hundred Pounds, (£1,500,) to the Normal School; (2) From the Masters of the Normal School reporting upon certain cases of discipline; (3) From Mr. John Rogerson, a Student in the Normal School, stating, that he lodged in a private house unconnected with a Hotel, and not in the Hotel, as had been intimated, and praying, (for reasons given) that the weekly allowances of five shillings may still be continued to him to enable him to defray his expenses while at the Institution.

Ordered, That the Students attending the Normal School, who attended partially last Session, and who have received the weekly allowance of five shillings per week, towards defraying the expenses of their lodging in Toronto, from the Board, be allowed the same assistance up to the end of the present Session.

Ordered, That the Board, being satisfied of the correctness of the statements contained in the letter from Mr. John Rogerson, direct that his request be granted.

The Board deeming it important, that all matters involving the expenditure of the moneys placed at its disposal, should receive its sanction, it was

Ordered, That for all Books, Apparatus, Repairs and necessities, of whatever description, which may be hereafter required in the Normal and Model Schools, or for the Library, Laboratory, etcetera, a requisition in writing—for the information of the office—be made by the Head Master on the Chief Superintendent of Schools, to supply them, setting forth in detail, whatever may be required.

July 28, 1848. *Ordered*, That, with a further view to uniformity and correctness of management in the financial matters of the Provincial Board of Education, and in connexion with the Order on this subject, passed at the last Meeting of the Board, the National and all other School Books and School Requisites, not now in immediate use in the Normal and Model Schools, be placed in the Office of the Board of Education, to be given out to the Students, on the written order of the Masters of the different Departments in the Normal School.

A list of the Boarding Houses open to receive Students attending the Normal School was laid before the Board for its approval.

Ordered, That the attention of the Masters of the Normal School, be directed to that part of the Regulations of this Board which is expressed in the Circular addressed to Municipal Councils on the 4th of August, 1846, which relates to the reception and admission of Scholars on a trial of three months, as to capacity and disposition, both to learn and to teach; and that they be requested to report to the Board, any cases which, in their opinion may be advisable to be dealt with, under the Regulation in question: also that the Masters, in their respective classes, do make intimation of this Order, to the Scholars attending the Normal School; and that the term "three months," is not to be understood to mean, that the Scholars are to be allowed, under any circumstances, to continue in the School for three months, but they be liable to removal at any time, on the grounds set forth in the foregoing Regulation.*

August 4th, 1848. The following Communications were laid before the Board:—(1) From the Head Master, reporting upon the case of William Hunter, referred to him at the last meeting; (2) From Mr. William Hunter (the above) appealing to the Board for a favourable consideration of his case; (3) From Mr. William Townsend, Teacher of Vocal Music in the Normal School, withdrawing that part of his previous engagement with the Board, which binds him to become a Common School Teacher.

Ordered, That William Hunter be restored to his standing as a Student in the Normal School, and continue to receive the usual weekly allowance.

* A copy of this Regulation will be found on page 238 of the Sixth Volume of this Documentary History.

Ordered, That, for the reasons assigned by Mr. William Townsend, in his Letter, before the Board, the arrangement proposed by him be sanctioned ; and that he be continued as Teacher of Vocal Music on Hullah's System, in the Normal School, at the rate of Ten shillings per week, as before.

The Board of Education desire to record their deep regret at the death of Mr. Charles Lowey, Senior Teacher of the Provincial Model School, and to express their sympathy with his afflicted Widow and family.

During the period which the late Mr. Lowey was in charge of the Model School, as Senior Teacher, he conducted himself with the utmost propriety, and attended assiduously to the performance of the duties entrusted to him ; and the Board feel, in view of the success, which has attended the Model School, that this Institution, and the Public, have sustained a great loss in his lamented death.

The Board regret further to find, that the Widow and family of the late Mr. Lowey have been left in indigent circumstances.

It was ordered, That the Chief Superintendent of Schools be directed to pay to the Widow of the late Mr. Charles Lowey late Senior Teacher in the Model School, Forty pounds currency (£40), being balance of salary for the Session ; and that a copy of this Minute be communicated to Mrs. Lowey. (Which was done in a Letter from the Chief Superintendent)

September 1st, 1848. *Ordered*, That the Chief Superintendent of Schools be requested to communicate with the Government, requesting a reference to the Letter of this Board, of the fourth of March last, and soliciting the views of the Government thereon.

This was done as follows :—

At the last Meeting of the Board of Education for Upper Canada, I was desired by the Board :—

“ To communicate with the Government, requesting reference to the Letter of the Board of the 4th March last, and soliciting the views and intentions of the Government thereon.”

The present Summer Session of the Normal School will close in a few weeks, and the Board wishes to advertise, as soon as possible, the Terms of Admission to the Normal School at the next Session, which will commence in November ; but, it cannot do so, without knowing whether the Government will give effect to the recommendations which the Board submitted in the Communication of the 4th of March, and which your predecessor informed me, in his Letter of the 16th of May, was under the consideration of the Governor-General-in-Council.

Bound in honour, by previous unrecalled notices, and from the tenor of conversations held by the Honourable S. B. Harrison, Chairman of the Board, and myself, with individual Members of the Government, the Board has felt it to be its duty to continue the same small weekly aid to Student-Teachers attending the Normal School, which had been given during the first Session. This has caused an expenditure of nearly £25 per week, which cannot be met by the grant for the current expenses of the Institution.

If any further, and more detailed, information be required, respecting the Normal School, its operations and importance, than that which is contained in the communication of the Board of the 4th of March, I beg to refer to my Annual School Report for 1847, under the head of “ Operations of the Provincial Normal School.”* The Honourable the Inspector General is also personally acquainted with all the matters referred to in this Letter. I intreat, on behalf of the Board, your earliest reply.

Toronto, 18th September, 1848.

EGERTON RYERSON.

Upon the application of the Chief Superintendent of Schools the Board deem it advisable to suspend the exercises in the Normal School, during Tuesday, Wednesday and Thursday of the ensuing week so as to allow the Students to enjoy a little relaxation and recreation, before entering upon the review of studies for the October Examination,—and to enable the Mathematical Master to attend the New York State Agricultural Fair, to be held at Buffalo on the fifth, sixth and seventh instant.

Ordered, That the Superintendent of Schools be pleased to make enquiries respecting the importing or lithographing in Toronto of Mülhausen's System of Writing, with the view of introducing it into the Schools, and report at a future Meeting of the Board.

October 6th, 1848. The following Communications were laid before the Board :—(1) From the Corresponding Secretary of the Toronto Mechanics Institute, soliciting the use of the Models and Apparatus of the Normal School for exhibition by the Institute on the sixteenth instant, and succeeding days ; (2) From Mr. C. Hyde, Toronto, applying for the situation of Music Master, in the Normal School—the consideration of which was postponed for the present.

Ordered, That the Examination of the Pupils in the Normal School, at the end of the Summer Session, commence on Wednesday, the eleventh instant and conclude on Thursday, according to the following Programme ; and that notes of invitation be addressed by the

* See pages 171-175 of this Volume.

Recording Clerk to the principal inhabitants of Toronto, and to all persons connected with Education, in the City. The following Notice was issued accordingly :—

A Public Examination of the Students in the Normal School, (at the end of the Second Session,) will be held on Wednesday and Thursday, the 11th and 12 instant, to commence each day at eleven o'clock, A.M. The annexed programme indicates the order and subjects of examination.

TORONTO, 6th October, 1848.

J. GEORGE HODGINS.

Wednesday. Mr. Robertson, 11-12,—Grammar and Rudiments of Logic.

Mr. Hind, 12-1,—Science of Arithmetic, Mental Arithmetic; Algebra, Geometry and Mensuration.

Mr. Robertson, 2-3,—Geography : Mathematical, Physical, and Political.

Mr. Hind, 3-4,—Mechanics ; Steam Engine, Locomotive ; Rudiments of Natural Philosophy, (Light, Heat and Electricity.)

Thursday. Mr. Robertson, 11-12,—Elements of General History.

Mr. Hind, 12-1,—Agricultural Chemistry and Annual Physiology.

2-3, Examination of Model School Classes by various Students.

3-4, Hullah's System of Vocal Music. Conclusion.

Ordered, That, the application of the Toronto Mechanics Institute for a loan of the Apparatus be complied with, under the direction of the Mathematical Master.

Ordered, That, the products of the Fruit and Vegetable garden be disposed of, to assist in defraying the expenses of the Agricultural Department of the Normal School.

Ordered, That the Chief Superintendent of Schools be authorized to direct a stove, etcetera ; to be fitted up, adjoining the Conservatory, so as to preserve the flowers and plants, there, during the winter.

A *Communication* from Mr. William Townsend was laid before the Board, proposing to teach Hullah's System of Vocal Music, to the Pupils in the Normal and Model Schools, one hour each day, for three days in the week, at the rate of fifty pounds per annum.

Ordered, That the proposition of William Townsend, to teach Hullah's System of Vocal Music, in the Normal and Model Schools, be accepted for six months, at the rate of Fifty pounds per annum.

Several Communications having been transmitted to the Government, respecting an increase of aid to assist Students attending the Normal School and no answers having been received, and as it is necessary, that the opinion of the Government should be forthwith had it is,

Ordered, That the Chief Superintendent of Schools do proceed to Montreal for the purpose of obtaining it.

October 21st, 1848. A Communication having been received, by telegraph, from the Chief Superintendent of Schools at Montreal; stating, that the Government had acceded to the proposition, submitted by the Board, on the fourth of March last, the Board deem it necessary to issue the following *Terms of Admission into the Normal School for Upper Canada* :

1. That the Semi-annual Sessions of the Provincial Normal School shall commence on the fifteenth day of May, and the fifteenth day of November, of each year ; (and if those days should fall upon Sunday, then the day following,) and shall continue for a period of Five Months each,—to be concluded by a Public Examination, and followed by a Vacation of one month.

2. That all candidates for admission into the School must comply with the following conditions :—

(1), They must be, at least, sixteen years of age :—

(2), They must produce a certificate of good moral character, signed by the Clergman, or Minister of the Religious Persuasion, with which they are connected :

(3), They must be able to read and write intelligibly, and be acquainted with the simple rules of Arithmetic ;

(4), They must sign a declaration of their intention to devote themselves to the profession of school-teaching, and that their object in coming to the Normal School, is, to qualify themselves better for the important duties of that profession.

Other Students, not candidates for School Teaching, to be admitted without signing such a declaration of their intention to become teachers, on paying the following fees :—For attendance at an entire Course of Lectures and Instruction for one Session, £1 10 0 for attendance on the Lectures of either Master for an entire Session £1 0 0.

3. Upon these conditions, Candidates for School-teaching shall be admitted to all the advantages of the Institution, without any charge, either for Tuition, the use of the Library, or for the Books, which they may be required to use in the School.

4. The teachers-in-training shall board and lodge in the city, in such Houses as are approved, (and under such regulations as are approved,) by the Board of Education.

5. A sum not exceeding Five Shillings per week, towards defraying the expenses of board and lodging, shall be allowed, for the present, to teachers-in-training, requiring assistance, on condition that they will engage to remain for a period of not less than one Session in attendance at the Normal School.

6. All candidates for admission into the Normal School, must present themselves during the first week of the Session, otherwise they cannot be admitted.

7. All applications for admission, to be made, to the Reverend, Doctor Ryerson, Chief Superintendent of Schools, Toronto.

8. Females, as well as males, are admitted to, and instructed in the Normal School.

Ordered, That the foregoing Terms of Admission into the Normal School be inserted in [various papers] and that a sufficient number of printed sheets be struck off to supply District Councils and District Superintendents of Schools for distribution among Common School Teachers.

October 31st 1848 Several applications for the appointment of Senior Teacher, in the Model School were laid before the Board.

Ordered, That Mr. Archibald McCallum be appointed, on trial, Senior Teacher in the Model School for the ensuing six months, on the recommendation of the Head Master.*

Ordered, That an estimate of the expense of planking and fitting up the playground of the Model School be procured by the Chief Superintendent of Schools, to be laid before the Board.

Ordered, That an additional sum of Ten shillings per week be allowed to Mr. Robert Bell, Acting Senior Teacher in the Model School, since Mr. Charles Lowey's death to the expiration of the term of his services.

Ordered, That the Chief Superintendent of Schools be authorised to have [certain work done, and articles procured] for the Normal School.

Ordered, That the sum of (£15) Fifteen pounds be expended in procuring large lithographed sheets of Müllhausen's system of writing for the use of the Normal and Model Schools.

Ordered, That the Board deem it advisable, that the Masters of the Normal School should respectively attend, at least one hour each day, in the Model School, so as to exercise a continued oversight upon the operations of the School.

November 10th, 1848 The following Communication was laid before the Board :—(1) From the Secretary of the Province, stating, that His Excellency-in-Council had been pleased to accede to the proposition for increasing the facilities to Students, attending the Normal School, contained in the communication of the Chairman, dated the fourth day of March, 1848. (Page —.)

A Statement of the Insurance renewed and newly effected on the Educational Buildings and apparatus, models, books, etcetera, amounting to £2,350, was laid before the Board and approved.

Ordered, That the Chief Superintendent of Schools be authorised to employ Mr. William Thomas, the Architect, to prepare a suitable plan and specifications for the erection, under the Architect's superintendence, at the west end of the Model School play ground, of a shed ninety feet by sixteen feet, for gymnastic exercises, with the necessary apparatus; and that the Recording Clerk advertise for tenders for the performance of the work in accordance therewith.

Ordered, That the Chief Superintendent of Schools be authorised to employ a suitable number of men to level and improve the play ground, attached to the Model School, under the Superintendence of the Mathematical Master, and to have the west end of the play ground covered with tan bark to a sufficient depth.

Certain improvements and alterations in the Model Schools having been proposed, and an estimate of the expense thereof, having been submitted to the Board,

Ordered, That the Chief Superintendent of Schools be authorised to employ Mr. John Wilcock, Builder, to perform the work proposed at his estimate of seven pounds.

November 20th 1848 *Ordered*, That the Tender of Mr. Thomas Mullholland, at 12/3 per cord for firewood be accepted, and, that the necessary papers be drawn up and signed by the Contractor and his Sureties, and by the Chief Superintendent, on behalf of the Board.

A Communication was laid before the Board from the Secretary of the Province, stating that His Excellency-in-Council had been pleased to issue a Warrant for £500 to enable the Board to increase the facilities for Students to attend the Normal School.

* Mr. McCallum was one of the first Students of the Normal School. He was a successful Head Master of the Model School from 1848 to 1858. In that year, he was appointed Head Master of the Central School at Hamilton. In 1874, he was appointed Inspector of Public Schools in that City. In 1864, he graduated as B.A. in the University of Toronto, and in 1877, as LL.B. in the same University. His death occurred in 1879.

December 1st 1848 The following persons having applied to be recognized as Keepers of Boarding Houses for Students in the Normal School, videlicet; Mr. William Bell, 93 Queen Street, West; Mr. Adam Dixon, Alice Street; Mr. William Hatton and Mr. William Stevens, Carleton Street; it was.

Ordered, That the Board, being satisfied of the respectability of the parties applying, grant their request:

Ordered, That Joseph Curran Morrison, Esquire, M.P.P., and Hugh Scobie, Esquire, be a Committee of Audit, to examine and report upon the accounts now submitted to the Board, by the Chief Superintendent of Schools.

The Board having had under their consideration the representation laid before them by the Chief Superintendent of Schools in regard to the accumulated duties, which devolve upon Mr. J. George Hodgins, the Recording Clerk, and their increase since the first establishment of the Normal School, and the necessity of providing additional assistance in order to discharge these duties efficiently, the Board is desirous, that such assistance should be provided, but feel a difficulty with respect to it, on account of their having no distinct authority, to grant the necessary allowance, out of the funds at their disposal, for the payment of an Assistant Clerk, which they deem indispensable; and they, therefore

Order, That the matter be submitted to the Executive Government for authority to this Board to procure the necessary assistance.

December 15th, 1848. Mr. Hugh Scobie, on behalf of the Committee of Audit, stated, that the Vouchers laid before the Committee, for payments made on behalf of the Board, since the last Audit in February last, were found to agree with the entries in the Account Books of the Board, and were marked as audited by the Committee, in accordance, therewith.

The Chief Superintendent of Schools having laid before the Board, the Reports of the visits of the Head Master to the several Houses at which Students attending the Normal School reside, it was

Ordered, That the Masters of the Normal School respectively visit the several Boarding Houses of the Students every alternate week of each Session and report regularly to the Chief Superintendent for the information of the Board.

December 19th, 1848 The Board having had under consideration the arrangements at present pursued by the respective Masters in the Normal and Model Schools, and the desirableness of introducing from time to time, such Regulations as experience may suggest, to render the whole system efficient and harmonious; and, also, the propriety of improving the arrangements within the Model Schools, so as to afford accommodation for a larger number of pupils; they request, that the Chief Superintendent of Schools be pleased to confer with the Head Master and the Mathematical Master, on these subjects, and to report to the Board, at their next Meeting.

CHAPTER XXVII.

REMINISCENCES OF SUPERANNUATED COMMON SCHOOL TEACHERS, 1847-8.

I close the educational proceedings of this Volume, by inserting the reminiscences of Common School Teachers, whose services, as such, commenced in the year 1847-8. The varied experiences of these Teachers are interesting from the fact, that they are in strong contrast with the experience of the Public School Teachers of the present day. This Teacher, in replying to my request for information as to his experience as a School Teacher, said:—

My first experience, as a Common School Teacher in Ontario, was in the Fall of 1847, in the Township of Saltfleet, on the Western Shore of Lake Ontario.

The School House of the Section was a dilapidated cottage-roofed Frame Building, with no fittings, Apparatus, or Blackboard. The Text Books used were of the Irish National Series. The School Room had no proper means of ventilation. It was often densely crowded. My salary was extremely low.

My next Schools were in the Townships of McKillop and Hibbert, in the Counties of Huron and Perth, respectively. The same condition of things existed there, with regard to School furnishings, overcrowding, want of ventilation, and poor salaries. Teachers in those days were miserably paid. Indeed, I remember, having taught for £40 per annum, and, for one year, at as low a salary as £35. In fact, no material change for the better was effected until the introduction of the new School Law in 1850, which was to be attributed to the noble exertions of the Reverend Doctor Ryerson and yourself. After that, (and when the Depository was established,) the Schools were well supplied with Maps, Blackboards, and other Apparatus, with the exception of Globes, which were not in any of the Schools, in which I taught, up to the time of my superannuation in 1875.

JAMES DE CANTILLION,

DUBLIN, (Perth County), May 19th, 1896.

MR. SAMUEL DERBY states that he began to teach in Union School Section, Number 2 and Number 11, in North Plantagenet, in 1847, and continued there for two years.

The School House, 18x20 feet, was of hewed timber, with two small windows, one long table for writing on, and equally long seats, placed around the walls for the small children to sit on. Twelve, or fifteen, pupils attended pretty regularly, and were taught Reading, Writing and Arithmetic. The Reading Books were good, and the children progressed favourably. I received for wages £20 a year and my board. I taught in other Schools afterwards.

SAMUEL DERBY.

PENDLETON, April, 1896.

MR. WILLIAM POOLE states that he taught School in Ontario for twenty-eight years, and with two, or three, exceptions in Log School Houses. There were Maps in two of these Schools; the desks stood up against the walls, so that the pupils' backs were toward the Teacher's Desk. "I have not taught for twenty years or since 1876, but I think there has been great improvement since then. The first examination of Teachers was in Athens. The Chairman, a Methodist Minister, asked me 'what Book-Keeping was.' I told him that it was 'to borrow a book, and never return it.' Every Teacher in the School, awaiting examination, burst out laughing, and I got no Certificate that day."

WILLIAM POOLE.

KEMPTVILLE, April 4th, 1896.

Miss E. J. GLENDAY states that she commenced to teach in School Section Number 5, Township of Mountain, County of Dundas. The School House was a new frame building,—the first and only one in the Township at that time, and for many years afterwards. . . . She said: I was to get Four dollars a month, but I only got Ten dollars altogether, as the County Treasurer in Cornwall ran off with several hundred dollars of School money. As I lived in the Section, there was no fuss made about my salary not being paid. I taught again in the same Section years afterwards, but not in the same School Building, as they had, in the meantime, built a new Brick School House some little distance from the old site. The former School House was seated in the old primitive way, so that when the pupils were writing at their desks they faced the wall. . . .

My first Certificate was given by a Methodist Minister in 1847, and the next by a Presbyterian Minister of Heckston who was School Superintendent for South Gower for some years. . . . In 1848, I went to School Section Number 11, where I taught for two years. It was a little log house, with benches and desks on the sides, but no desk for the Teacher. There were neither Blackboards nor Maps in the School . . . The mortar had fallen out of the cracks between the logs of the Building, so that we used to go out to the woods in the fall and gather moss to fill up these holes. Later on, it became so cold that one of the men in the Section, had us go to his house near by, and gave us what would now be called the parlour to teach School in . . . They have now, in that Section, a good Brick School House, with many conveniences, and good Apparatus. . . . The teaching consisted principally of Reading, Spelling, Arithmetic and Writing. . . .

ELIZABETH JANE GLENDAY.

KEMPTVILLE, April 10th, 1896.

MR. JAMES KELLY states that he began teaching in the year 1847 in School Section Number 6, in the Township of Gainsborough. He says: This School House was a fair sample, at that time, of all others that came under my notice, a description of it would answer for all the others in the places where I taught. But I would say here, that I did not teach in many School Sections. I taught nearly thirty years altogether,—fifteen of which I spent in School Section Number One of the Township of Louth, and ten in Number Two of the same Township.

The School House in Gainsborough was a square Frame Building, 24 x 24 feet, with desks placed around the walls, and long forms, or benches, corresponding to them. These were occu-

pied by the larger pupils, or I might say, by the young men and women; for, in this School, the pupils were nearly all of my own age. Round the stove were other forms, which were intended for the smaller children. There was a Teacher's desk sufficiently high for him to stand by, while writing. There were no Maps, and the walls were quite bare all around the room.

The Irish National Series of School Books had been introduced shortly before this time into the Country; but, as a general rule; (and this School among the number,) the Schools had not adopted them. American School Books, as well as Teachers, were the choice of the people. I found Saunders' Series,—Primers and Readers,—Cobb's and Webster's Spelling Books, and Olney's Geography—all American—in use in this School. I also found Pierce's, Daboll's, and Astrander's Arithmetics,—all American,—the latter a very cranky affair. I have it yet, and also Saunders' Fourth Reader, and Kirkham's Grammar.

You may imagine the trouble I had in classifying a School with such a heterogeneous variety of Books. . . . The pupils were used to the "Simultaneous Method of Teaching,"* which I found impossible. I had over sixty boys and girls, and to give each one four lessons a day was an herculean task. A Grammar class, a Geography class, and two, or three, Spelling classes every day, kept me very busy for a few days, until I brought order out of chaos, by arranging the Pupils into classes. After this was effected, my work was much easier. This, my first attempt at teaching has left an impression on my mind never to be effaced.

The discipline in those times, as practised by what the people called a good Teacher, was really severe.† After I took the School, I heard that the big boys hurled a former Teacher through the window when he attempted to bring them under subjection to his rule. I was warned by the Trustees that I might possibly have difficulty with some of the young men—two especially being named. One I convinced of my superior agility in an encounter which he sought, by giving him a good ducking in a snow drift, after which lesson he proved to be one of my best friends. The other young fellow was not so easily managed. He was twenty one years of age, and in his a, b, c's as it was then called. . . . Having persisted in committing a glaring offence, I told him that if he did not behave, he would be punished. He paid no attention to the warning, I, therefore, took a large birch rod behind me, and was upon him before he could rise from his seat, and gave him a complete thrashing. . . . I had no more trouble with him or this School.

The rule prevailing in the Rural School Sections was to hire a male Teacher for the Winter and Spring months, and in the Summer either to engage a female Teacher, or to close the School. I promised the Trustees of this School that I would return to teach for them at some future time. I returned two years later, and taught a year, or more, with great success. The young fellow whom I had thrashed, attended, and I made a fair reader and a passable writer out of him before I left.

The salaries paid in the rural districts were a mere pittance. Forty dollars a quarter, and "board 'round," was the maximum of wages paid to Teachers in these early times. . . .

JAMES KELLY.

St. CATHARINES, April 11th, 1896.

Mr. D. SULLIVAN states that, in 1847, he commenced to teach in School Section, Number 4, Township of Douro at a salary of Ten dollars a month, and boarded himself. The number of children on the roll was about sixty, ranging from five to twenty years of age. Alternate Saturdays, Two weeks in Harvest, and one at Christmas were holidays. As a general rule, the Teacher was fireman and "man of all work," and was supposed to look after the morals of his pupils, both in and out of school. In the aforesaid Township were eight School Houses built of logs, and all about the same model and size,—say, 18 x 24 feet. For the advanced pupils there were three or four desks, each twelve feet long, and for the smaller children there were long benches, and contrivances for them by the teachers of logs and boards for seats.

For a long while, the Teacher could not well classify the Juniors, as the School Books were as various as the pupils' names; and the consequence was, that the poor Teacher had to hear four separate lessons from each Junior every day. The English Reader, printed in Toronto by Eastwood in 1843, Walkingame's Arithmetic, Lovell's "General Geography," Chambers' "Elements of Plane Geometry," Miller's "Elements of Bookkeeping," Lindley Murray's and Lennie's "English Grammar" were used by the advanced pupils. I may remark, however, that when I commenced to teach in 1847, I had only to teach Reading, Writing and Arithmetic, as anything higher was not called for, for two, or three, years. As the children advanced, however, I introduced one thing at a time; but if I introduced too many subjects at once I got no thanks for my pains. Some parents merely wanted their children to learn the "three R's,"

* Known as the Bell and Lancaster System. See page 89 of the First Volume of this Documentary History.

† This state of things is confirmed in the account given of the Zorra Schools, further on.

and would say they could not spare them except in the Winter months ; which indeed, in many cases, was quite true.

During the first three or four years that I was Teacher, we had a Rate Bill imposed on Parents, with which to pay the balance of the Teacher's salary. The Teacher had to make out the Bill, and the Trustees were to collect the same. In some cases the Trustees prevailed on the Teacher to collect it. Speaking from experience, I can pity such a Teacher, for he had to call again and again, and, at last, would have to take a bag of potatoes, or a piece of pork, for his share.

Again, in 1848, the Government made no provision for the Schools, and the poor Teacher was paid in "Scrip" or "Shinplasters," and when he went to pay for his clothes, or boots, he suffered a loss, as most people refused them, and the money-lender made the most of his chance of gain. "Quill-driving," as Teaching was called in those days, was different from what it is now, with its short hours, recesses, long vacations, and the good "money galore" of these days. For three or four years, we, as Teachers, had no steel pens, and the urchin had to catch goose, or gander, and pluck a quill or two from each wing, while the Teacher would shape them to write Copperplate. The Teacher had to write the headlines, as there were no copy books then in the Country Schools.

D. SULLIVAN.

PETERBOROUGH, April 4th, 1896.

MR FRANCIS T. FROST states that in 1847, a substantial stone Building was erected in Smith's Falls, for a Common School, on the site of the present Central School, and Mr. Carroll was duly installed as Teacher. Mr. Neil Dunbar in the meantime was Teacher of the Grammar School, in a building on the Coomb's lot, opposite the Market. There were also private Schools during this time, taught by Mrs. John Wallace, Miss Bancroft, and Mrs. (Dr.) Long, which were well patronized.

CHAPTER XXVIII.

EARLY RECORDS OF PIONEER SCHOOLS IN UPPER CANADA.

Ever since the more recent establishment of Historical Societies generally in the Dominion of Canada,* a good deal of attention has been given to the collection of local Historical Records. Among these records relating to Upper Canada which have been published in Book, or Pamphlet, Form, those giving an account of Schools, or other Educational Institutions, have had an appropriate place.

As publications of these Records have appeared from time to time, it was deemed desirable to give the school and other educational portions of them, which related to this Province, a place in this Documentary History. With this view, I have obtained permission from the Authors, who have written books on Canadian Historical Subjects, to make such extracts from such books as related to local educational topics. I have, therefore, embodied in this Chapter a portion of these local historical records, which related to the pioneer Schools of the early days in Upper Canada.

In the first and second Volumes of this Documentary History will be found many interesting references to the more notable educational establishments, such as the Upper Canada Academy at Cobourg, the Grammar School at Cornwall, of which the late distinguished Bishop Strachan was its first and most successful

*The first Historical Society formed in Upper Canada was at the Education Department in 1861,—That of Quebec dates back to the year 1824.

Teacher ; also the " Old Blue School " at York, also taught by Bishop Strachan ; the Central National School at the same place, taught on the Bell-Madras system, by the Father of Chancellor Spragge, the Bath Academy, at which Marshall Spring Bidwell, the able Speaker of the House of Assembly in 1835, was educated, and of which his Father, Mr. Barnabas Bidwell, was Master.*

Although the personal reminiscences of the old Superannuated Teachers, which I have inserted in successive Volumes of this History, are of special interest, as giving the results of their own personal experience and observation, yet, after all, they only give but a partial view of the kind of Schools which generally existed here and these in various settlements, localities and in the then remote Townships.

The Educational Records, on the other hand, which I insert in this Chapter, give a striking bird's-eye view of these pioneer Schools,—their character and surroundings. They also illustrate the spirit of the times in educational matters, and show to what extent facilities for education were enjoyed by the early settlers of Upper Canada, and what sacrifices were made by them, in order to give their children " schooling."

The first of these historical papers, which I insert in this Chapter, was prepared by Mr. Thomas W. Casey, for the *Napanee Beaver* of the first of September, 1899. It commences with a general survey of the subject, under the title of " Old Time Records relating to the Early Days of this Province."

I.—SCHOOLS OF THE OLD PIONEERS OF UPPER CANADA.

One of the greatest privations suffered by the early pioneers of Upper Canada was the fact that their children were deprived of educational advantages. No regularly established Schools existed for some years. The settlers were widely scattered in many cases. The population was sparse ; there were no roads ; and the wilderness that existed between even the few who had hewn out for themselves homes here and there, was so dense, and so infested with wild animals, that it was often not safe to attempt to send small children to school.

Added to all these disadvantages was the fact that School Books were not easily got and were very dear. There was scarcely a Bookstore in the entire country, and Newspapers were scarcely known at all. There were also no regular mails, nor post offices, except in a few of the oldest and most thickly populated places. Under the circumstances, the wonder is that the early generations in this Country were even as well educated as they were. A number of the early records, (such as the Town Meeting records of the Township of Adolphustown and similar documents,) yet extant, give good evidence that, in writing and spelling, at least many of the men of the early years of this Country were quite equal to many of those of to-day. On the other hand the old Marriage Records of the Reverend John Langhorn, of Adolphustown, clearly indicate that a very considerable number of those whose names appear as witnesses, or principals, in the early marriages in this Country could not write. This was especially the case with regard to women.

*The other well known Schools of high character in Upper Canada, which are referred to in the preceding Volumes of this History, were the Grantham Academy at St. Catharines ; also the London, Kingston and Niagara Grammar Schools ; afterwards the Newburgh Academy, etcetera.

Of the well-known Teachers of those early days, the following were the most noted : the Reverend Doctor George Okill Stuart, who succeeded Doctor Strachan in the " Old Blue School " at York ; the Reverend Doctors Phillips and J. H. Harris, Principals of Upper Canada College, the Reverend John Burns, Father of Mr. Justice R. E. Burns ; Doctor W. W. Baldwin, Father of Mr. Attorney General Baldwin ; the Reverend George Ryerson, (London Grammar School) and his Usher, the Reverend Egerton Ryerson ; Mr. John Whitelaw of Niagara, the Reverend Rosington Elms, Brockville ; Mr. James Mitchell, London ; Mr. John Law, Hamilton ; the Reverend Hugh Urquhart of Cornwall, and others referred to in Chapter XIV of the Second Volume of this History.

THE FIRST TEACHER IN UPPER CANADA.*

According to Doctor Canniff's History, the Reverend John Stuart of Kingston, was the first Teacher in Upper Canada. So early as 1785, the year he settled at Cataraqui, as he called the place, he says, in a Letter written to a friend in the States,

The greatest inconvenience I feel here, is there being no school for our boys; but we are now applying to the Legislature for assistance to erect an academy, and have reason to expect success. If I succeed in this I shall die contented."

Mr. Stuart opened an Academy at Kingston in May, 1786. That was within two years of the first United Empire Loyalist Settlements in this County. Doctor Canniff further remarks:

While the Reverend Mr. Stuart was engaged with the first School in Kingston, Mr. Clarke was likewise employed in teaching upon the shores of the Bay of Quinté, probably in Ernestown or Fredricksburgh."

A quotation is then given from Mr. James Croil's History of the County of Dundas, in which it is said:

We learn from Major Clarke, now residing in Edwardsburgh, that his father (Mr. Jonathan Clarke) taught the first regular School in the County of Dundas. He arrived with his family in Montreal in the year 1786, and proceeded to the Bay of Quinté, where he remained for two years, engaged in teaching. In 1788 he came to Matilda, at the instance of Captain Fraser, who, at his own expense, purchased a farm for him, at a cost of one hundred dollars. A few of the neighbours assisted in the erection of a School House, in which Mr. Clarke taught for several years. He was a native of Perthshire, Scotland.

THE EARLY RECORD OF DOCTOR STRACHAN AS A TEACHER.

It may be as well stated here, that the next School of much importance at Kingston, was established by the Reverend John Strachan, who afterwards became the first Church of England Bishop of Upper Canada. Colonel J. Graves Simcoe, the first Governor of this Province, showed a deep interest in the establishment of a School for higher education in the Province. His idea was the establishment of a State Church, and of a system of Grammar Schools throughout the Country, with a University at the head. He got into correspondence with some Teachers of note in Scotland and Mr. Thomas Chalmers, who afterwards became the highly celebrated Reverend Doctor Chalmers, of the Free Church, was invited to come to this Province as a Teacher. He declined the invitation, but recommended his friend, John Strachan, then a young Presbyterian Teacher of considerable promise. Mr. Strachan accepted the invitation, but, much to his disappointment, when he arrived here, Governor Simcoe had been removed to another part. He reached Kingston on the last day of 1799, and soon after arranged with the Honourable Richard Cartwright to open a School for his sons, with the privilege of taking ten additional scholars, at forty dollars a year. After two years of successful teaching in Kingston, he removed his School to Cornwall, where it soon became noted throughout the Province. Bishop Bethune, who was one of his scholars at Cornwall, wrote very highly in his life of Bishop Strachan, of the system and methods of that School, which appears to have been very thorough and successful.† After six years in Cornwall, Mr. Strachan moved to Toronto; but during the interval he took "orders" in the Church of England, and became one of the most prominent and influential of all its Ministers in this Province. It was largely through his instrumentality that King's College was first established at Toronto as a Provincial University.

VARIOUS SCHOOLS IN THE BAY OF QUINTÉ DISTRICT.

In 1791, Mr. Robert Clark, J.P., who, it will be remembered, was the government Carpenter for building the first Mills at Kingston in 1783-4, and at Napanee in 1785-6, wrote as follows: "My boys commenced going to school to Mr. Daniel Allen Atkins, on the 18th of January, 1791." This must have been on the front of Ernestown, a few miles east of Mill Haven, where Mr. Clark's family resided.‡ There his own son, Mr. John Collins Clark, became a successful Teacher a few years later. In 1795, a Writer at Kingston stated that,

In this District, (Midland,) are some Schools, but they are few in number. The children are instructed in Reading and Writing, and pay a dollar a month each. One of the Masters, superior to the rest in point of knowledge, taught Latin; but he has left the School without being succeeded by another instructor of the same learning.

* Some of the particulars here narrated, in regard to Mr. Stuart and others, are mentioned in Chapter xi of the First Volume of this Documentary History.

† Doctor Strachan's successful mode of teaching is described on pages 44, 45 of the First Volume of this History.

‡ Mr. D. A. Atkins kept School at Napanee in 1791; see page 30 of the First Volume of this History.

In 1788, young Lyons, a Methodist Exhorter, was engaged in teaching (at Hay Bay) in Adolphustown. . . . It was while he and Mr. James McCarty were holding a Religious Meeting in Mr. Robert Perry's house, near the boundary line of Fredericksburgh and Ernestown, that they were arrested as "vagabonds," and McCarty was imprisoned in Kingston, and then sentenced to banishment from the Country!

A VERY OLD COMMON SCHOOL REGISTER.

Probably the oldest School Register now in existence in this Country is that kept by Mr. John Collins Clark, who appears to have kept the day School at his native place in Ernestown for some time. Two small and neatly kept books of this kind are still in existence; the one commencing with March 26th 1810, and the other in 1831. Mr. Clark, it may be remembered, was a son of Mr. Robert Clark, one of the earliest United Empire Loyalist pioneers. He appears to have been a man of a very good education, his handwriting was neat and good, and his style of composition smooth and grammatical. He probably received his education about home. The little School Registers were ruled by hand, and consisted merely of the names of the scholars attending the School, with a column to record those present during each day of the month. . . . About all the remark that occurs in the pages, was on the 4th of June when "Training Day" occurs, large letters extending clear up and down the page.

Training Day, (the King's Birth Day,) was the day of days in this Province at that time, and for many years afterwards: and was much more generally observed than our Dominion Day now is. The School Register of 1831 contains, (a part of the time,) the names of the parents instead of the names of the scholars, who were responsible for the tuition fees—there were no free schools in those days. . . .

There were also footnotes in the Register giving the state of wind and weather each day. For instance, on the 11th of February of that year, at eight o'clock, the entry was: "Wind north, cloudy and cold;" at one o'clock, "Wind south east, cloudy and appearances of rain;" at four, "Rain and hail;" at ten p.m., "Wind south, heavy rain, roads soft and wet." Next day the wind was north east, snowing and weather mild.

VARIETIES OF TEXT-BOOKS IN USE IN THE SCHOOLS.

There does not seem to have been much uniformity in the Text-Books at that time, judging from a memorandum on one of the pages of the Register as follows: Arithmetic used in this School:—Gough, an Irish work; Ingram, a Scotch author; Gray, a Scotch author; Willets, an American author; Pikes, an American author; Dilworth, an English author; Tutor's Assistant, by an English author. Unfortunately a list of the Spelling Books is not given; no doubt it would have been equally interesting.

HOW THE SETTLERS COMBINED TO BUILD SCHOOL HOUSES.

There is also a neatly written Memorandum Book of Mr. Clark's, giving an account of the building of a School House in his Section in 1820; and what the different ratepayers contributed in work, "by way of a turn" towards its erection. We understand the site was the same as that on which the present School House stands in the "Clark neighborhood," east of Mill Haven. Mr. William J. McKay was credited with sixteen days' work, and two thousand shingles, besides an order for ten shillings. Mr. John C. Clark gave two days in getting out timber, a number of days at the framing, besides giving a quantity of boards, planks and siding. Mr. Samuel Purdy contributed some days at framing and drawing boards, and five pounds of board nails, at nine pence (fifteen cents) per pound. Mr. Gilbert Purdy also gave a few days of work and some boards. Mr. Matthew Clark, gave some days' work, two thousand shingles, and also drew brick. Mrs. Fairfield is credited with paying for several days' work at twenty-five cents a day, shingle nails at sixteen cents a pound, and cash; in all amounting to Three pounds two shillings and six pence, (twelve dollars and fifty cents.) . . .

THE NOTABLE BIDWELL ACADEMY AT BATH, (ERNESTOWN.)

While Bath was known as Ernestown, eighty eight years ago, an Academy was established there, and it was probably the first one of its kind in these Counties. It was quite a pretentious affair. Mr. Barnabas Bidwell was the Principal. He was the Father of Marshall Spring Bidwell, who for years represented Lennox and Addington in the old Upper Canada Parliament, previous to the Rebellion of 1837. Here is a copy of an advertisement that appeared in the Kingston Gazette of 1811:—

Ernestown Academy—The subscribers hereby inform the friends of learning that an Academical School, under the superintendence of an experienced preceptor, is opened in Ernestown, (near the

Church,) for the instruction of youth in English Reading, Spelling, Grammar and Composition, the learned Languages, Penmanship, Arithmetic, Geography, and other branches of liberal Education. Scholars attending from a distance may be boarded in good families, on reasonable terms, and for fifteen shillings may have the use of a valuable library."

At that time, it was probably the only Academy of importance in the Province, except Mr. John Strachan's. School at Cornwall. When the war of 1812 took place, the Bidwells moved to Kingston, and the School was closed. The Building during those stirring times was used as Soldiers' quarters. Bath, in later years, could boast of probably the largest School in the County, and the best School Building, but Newburgh and Napanee have since left it in the rear in the race of progress.

AN AUTOBIOGRAPHY OF THE HONOURABLE HENRY RUTTAN, (SPEAKER AND SHERIFF)

The United Empire Loyalists' Association, with headquarters in Toronto, has just published some interesting papers in connection with its annual report for 1899. Among them is a condensation of an autobiography of the late Honourable Henry Ruttan, a native of Adolphustown, supplied by his nephew, the Reverend C. E. Thompson, of Toronto. Mr. Ruttan was a son of William Ruttan, one of the pioneers of that Township. He became a prominent Member of the Legislature, and was at one time its Speaker. He was for years Sheriff of Northumberland and Durham, and lived and died near Cobourg. Writing of his early education he says:

In a few years, as the neighborhood (part of the Township of Adolphustown) improved, school teaching was introduced by a few individuals, whose bodily infirmities prevented them from hard manual labour. At seven years of age I was one of those who patronized Mrs. Carnohan, who opened a Sylvan Seminary for the young idea. From hence I went to Mr. Jonathan Clark's, and then tried Mr. Thomas Morden,—and lastly Mr. William Faulkner, a relative of the Hagermans. You may suppose that these gradations to Parnassus were carried into effect because a large amount of knowledge could be obtained. Not so; for Dilworth's Spelling Book and the New Testament were the only two Books possessed by these Academies. About five miles distant was another Teacher, whose name I do not recollect. After his day's work was over in the woods, but particularly in the Winter, he was ready to receive his pupils. My two elder Brothers availed themselves of this opportunity, and always went on snowshoes, which they deposited at the door, ready for their return. By moonlight it was considered a healthful and exciting excursion, especially when the School girls joined the cavalcade. There the same process of learning was gone through with in Dilworth's Spelling Book and the New Testament.

THE SCHOOL WHICH SIR JOHN MACDONALD ATTENDED WHEN A BOY.

Years later, there stood the old square log School House on the hill at Adolphustown Village, some rods east of the Church, where Mr. John Hughes taught,—a somewhat celebrated Teacher in his day, to whom children were sent from other Townships. That must have been in the twenties of this century, and among the scholars then were the Macdonalds, afterwards Sir John and Mrs. (professor) Williamson, the Allens, Hagermans, Dorlands, Trumppours, Ruttans and others, whose names yet fondly linger in the memory of the older people. It was then the only School in the entire Township, south of Hay Bay, and numbers of the children had to trudge their weary way four, or five, miles daily to reach that School, through heavy woods and bad roads: and yet some fairly good scholars and very intelligent persons came out from those four low log walls. All who now linger of them are those venerable citizens: Mr. Parker Allen J. P., Mrs. Alma Günsolus and Mrs. Garner. How times have changed since one Teacher and one small School House of twenty feet square seemed to suffice for nearly an entire Township!

II. PIONEER SCHOOLS AND EARLY EDUCATION IN ZORRA TOWNSHIP.

From a Volume recently written by the Reverend Doctor W. A. Mackay on "Pioneer Life in Zorra" Township, County of Oxford, I have, with his permission, inserted here, most of the following Chapter (XV.) on "Pioneer Schools and School Masters":—

THE DESIRE FOR EDUCATION IN OLD SCOTLAND.

The people of Scotland have always been noted for their love of learning. As early as A.D. 563, Saint Columba, hailing from the Island of Iona, established a Christian College, from which many missionary educators went forth. John Knox instituted the Parish Schools of Scotland, and thus originated the system of popular education now prevailing throughout the English-speaking world.

The Reverend Doctor Norman Macleod tells us that when Public Schools were introduced into the Highlands of Scotland, such was the eagerness of the people for knowledge, that it was no uncommon thing to see the grandsire and grandson competing for the head of the same class

This being a natural characteristic, we are not surprised at the large number of Scotchmen who occupy and have occupied positions as Clergymen, Statesmen, Presidents, Premiers, and Educators in the United States and Canada.

This thirst for knowledge characterized the pioneers of the Township of Zorra, and, though they were poor and the district was sparsely settled, from the very beginning, provision of some kind was made for the education of the young.

THE OLD PIONEER SCHOOL HOUSE AND ITS SURROUNDINGS.

The pioneer School House was a very humble affair : A log shanty, thirty feet by twenty-two, cornered, but not hewed, with chinks between the logs with moss, all plastered over with clay, the roof consisted of rafters with poles laid across, and, for shingles, pieces of elm bark, three feet by four. The chimney was made of lath covered with plaster, and served for heating, ventilating and lighting the little School House. Of course, it frequently caught fire in Winter, but the boys, by the free use of snow, were equal to the occasion. There was but one small window in each side. The furniture was in keeping with the rest of the building. About four feet above the floor, holes were bored into the logs of the wall and pins driven in. Upon these were laid, rough basswood planks, three inches thick, and so the desk was made complete. The Teacher's Desk was somewhat more pretentious, being built on four upright wooden pillars, and furnished with a small drawer, in which the Dominie kept his taws, his switch, his ruler and other official equipments.

THE SCHOOL FURNISHINGS AND MATERIALS IN USE.

The grey goose furnished the pens, and the ink was made from a solution of maple bark, diluted with copperas. Sometimes this ink would freeze, resulting in bursted bottles. To prevent this it was not unusual to mix a little whiskey with the ink ; for the whiskey of Zorra, in those days though cheap, would not freeze like that alleged to have been used by some politicians in Muskoka a few winters ago !

The paper used was coarse foolscap, unruled. Each pupil had to do his own ruling ; and, for this purpose, took with him to school a ruler and a piece of lead hammered out into the shape of a pencil—Our first attempt at writing was making “pot-hooks” and “trammels,” which mean the up and down strokes of the pen. After practising this for several weeks, we began to write from “copy” set by the Teacher.

THE PERMANENT INFLUENCE OF THE COPY-LINE COUNSELS.

The sentiment of the “copy” was always some counsel, warning, or moral precept for the young ; and, as we had to write it carefully in every line of the page, it could not fail to impress itself upon the memory, and to influence the life. I ascribe no little importance to this factor in early education. The duty of being on our guard against evil companionship, and making the most of life by every day diligence, was constantly inculcated by these head-lines set by the Teacher. Here are a few illustrations—I give them alphabetically, as they used to be given to us as copy lines :—

- “Avoid bad Company, or you will learn their ways.”
- “Be careful in the choice of Companions.”
- “Choose your Friends from among the wise and good.”
- “Do not tell a Lie to hide a Fault.”
- “Emulate the Good and Virtuous.”
- “Fame may be too dearly bought.”
- “Honour your Father and Mother.”
- “Let all your Amusements be innocent.”
- “Omit no opportunity of acquiring Knowledge.”
- “Perseverance overcomes Difficulties.”
- “Truth is Mighty and will prevail.”
- “Wisdom is more to be desired than Riches.”

THE NATURAL RESULT OF THIS EXAMPLE, IN COMPOSING THESE COPY-LINE COUNSELS.

Being thus early taught by our Teachers, we naturally took to the scribbling of moral rhymes in our books. Here are two or three, as samples :—

“Steal not this Book, for fear of shame,
For here you see the Owner's name;
And God will say on that great day,
This is the Book you stole away.”

And another version was this :—

“Steal not this book, my honest friend,
For fear the Gallows will be your end.”

Here is very wise advice from an old School song :

“Work while you work, play while you play,
That is the way to be happy and gay.”

THE USUAL PROGRAMME OF COMMON SCHOOL TEACHING IN THOSE DAYS.

- 1—Opening Prayer by the Teacher.
- 2—Reading the Bible.
- 3—Shorter Catechism Questions.
- 4—The Teacher making and mending quill pens, while the Scholars were busily occupied with their lessons,—most of them writing.
- 5 The Junior Class Reading and Spelling. . . .
- 6 Reading the New Testament.
- 7—Class in the English Reader.
- 8—Class in English Grammar ; the Text Books being Lennie, or Murray.
- 9—Mavor's Spelling Book.
- 10—Arithmetic, the Text Books being Daboll, or Gray.

THE SETTLERS MAKE UP FOR WANT OF AN AUTHORIZED SCHOOL SYSTEM.

In the very early days, there was really no School System, at all, that is, no settled provision made by the Government, or Legislature, for the education of the young. A few settlers clubbed together, raised money, enough to buy sufficient nails and a few panes of glass ; then by means of “bees,” the School building was erected. The Teacher “boarded round,” staying a week, or two, with each family. No Certificate of Qualification for the Teacher was asked, and, for his services, he received six, or eight, dollars a month, which was raised by voluntary subscription among those who had children to send to School. The amount each man subscribed was, of course, supposed to be in proportion to the number of children he would send to the School. As some families were large and the parents poor, the children would be sent to School, week about, so that all would learn a little. Usually there would be in the School during the Winter months quite a few young men and young women, about twenty years of age, trying to pick up knowledge, denied them in earlier years. In some localities, for lack of funds, the School was only kept open for six months of the year.

By and by something more systematic was attempted. The Township was divided into School Sections under a School law, and provision was also made for the salary of Teachers by levying a certain rate bill, or fee, on the parents of each pupil—This plan of raising the Teacher's salary did not work well, as it discouraged attendance at the Schools. At length, the Reverend Egerton Ryerson in 1850 introduced the “Free School” system. This system, where adopted, did away with the Rate-bills fee formerly charged, and provided for the expenses of the Schools, by levying a tax on every acre of land, occupied, or unoccupied, within the School Section. The adoption of this system was not compulsory, but (for twenty-years) was left to be decided by a majority of the electors regularly assembled at the annual School Meeting. Long and loud was the controversy between what was called the “Rate Bill” and the “Free School” systems. But truth is mighty, and it prevailed in this case. Gradually, in spite of all opposition, the Schools of Zorra all became “Free,” and the blessing can scarcely be overestimated—It recognized the true value of education, and put it within the reach of the poorest, and, as a result, all the children received a good public school education :

“Times change, and we change with them” ; but all changes are not improvements. Petty criticisms of our present educational system are cheap, and, of course, always possible, for nothing human is perfect. We should appreciate the good, but at the same time, not captiously, but faithfully, point out the weaknesses of the system. To-day we have many more subjects on our School Curriculum than our fathers had ; we have better organization, keener competition, and a multitude of examinations—But does all this prove the superiority of the present over the past ? Not necessarily. Studying for a prize, or to pass an examination, while very trying on the nerves, is very doubtful education. Organization is only machinery.

WHAT TRUE EDUCATION WILL INVARIABLY ACCOMPLISH.

A man is not educated in proportion to the number of facts crammed into his memory, but in proportion to the discipline he has received. Real education, as the word implies, is “a

drawing out" of all man's faculties, physical, mental, moral, and spiritual. It develops the whole man, and builds up his character by broadening, deepening, and bringing out his symmetry, harmony, and beauty, all his God-given faculties. Such education depends, not so much upon system, as upon a competent, careful, conscientious Teacher. The true test of education, is not the number of Books a man has read, nor the number of rules, dates, and facts, with which his memory may be stored, but the quality of his character is wrought out by the discipline he undergoes.

Any system of education, which simply recognizes the "here," and ignores the "hereafter," is not good, either for the "here" or the "hereafter." The development of the intellect alone will never produce a high type of manhood. Nay more; the training which ignores the moral and spiritual, is not only defective, but dangerous: it puts more power into the hands of those who know not how to use it. The ignorant thief will steal a pig, or a chicken, the educated thief will steal from a bank or a railroad.

Lord Bacon was, at once, the greatest and the meanest of mankind. The American Aaron Burr had a greater intellect than George Washington. The one was a cultured libertine, the other a Christian hero. The memory of the one brings a blush to the cheek of purity and virtue, the memory of the other is the richest heritage of a great Nation.

HAVE WE EDUCATIONALLY ADVANCED, OR RETROGRADED?

The reader has already seen the prominence given to the development of the religious and moral, as well as the intellectual, faculties in the pioneer Schools of Upper Canada. Are all the faculties of the child so well developed in the Schools of to-day? Is the Bible read and studied now, as it was then, and are those great moral principles, which lie at the very foundation of civilized society, as faithfully inculcated? We fear not, and the result may be seen in the irreverence, the disobedience, and general lawlessness which we see in modern society.* Is there no reason to fear that the Church itself is becoming superficial, rather than serious; sensational rather than spiritual?

The Teachers of those early days were for the most part middle-aged men, earnest and faithful, but "severe and stern." They knew little of the theory of teaching, as understood to-day. In the main, they erred in applying themselves to the repression of the evil in the pupil, rather than to the development of the good. It is said of that great Teacher, Doctor Arnold, of Rugby, that his aim in teaching was not so much to impart knowledge as to impress upon his pupils a sense of the value of knowledge, with a view to stimulating them to seek it.† The pioneer Teachers were far from being Arnolds, and yet their motives and aims were undoubtedly good. They certainly did not, in their ideals, rise above their environment; and like all others of that generation, they had strong faith in the efficacy of corporal punishment.

The plain-speaking language not infrequently used by Teachers in those days would not be tolerated in any School to-day. It is related of a certain parent that, when he threatened to make his boy "smart," if the wrong-doing with which he was charged was repeated, the youngster promptly retorted; "You can't do it papa," "Teacher says I was born stupid, and no power on earth can make me smart. He says I came of a stupid family." The Father afterwards settled with that Teacher!

CHARACTER OF THE TEACHING IN THE EARLY PIONEER DAYS.

The method of teaching in pioneer days was exceedingly mechanical. The pupil was taught to parse a word, not by studying its relation to other words, but simply by committing to memory a list of "prepositions," "adverbs," "interjections" etcetera. He knew that a certain word was a preposition, because he had committed to memory a list of prepositions, in which that word occurred; and so on with the other parts of speech. The list of prepositions

* After a survey of the subjects of study in the Upper Canada College, I wrote as follows on page twelve of the Third Volume of this Documentary History: The Report of the Principal "is interesting and instructive . . . from the fact, that in those early days—1829-1831,—so high a standard was set up . . . and that also a place was found in the Curriculum for familiarizing the scholars with the sacred truths of the Bible, by means of reading portions of it, and memoriter recitations from it."

On page 262 of the same Volume, I wrote the following "Note":—"It is a notable fact, which appears all through the history of Schools in Upper Canada,—whether public, or private, that religious teaching, in one form or another, was an acknowledged feature of the scholastic training of the pupils. At all events, it was laid down as a cardinal principle, by those who had to do with education in the early days, that religious teaching was to be the basis of all instruction in the various educational institutions of the Province."

† As to Doctor Strachan's excellent methods of dealing with his pupils, see pages 44 and 45 of the First Volume of this Documentary History.

was of course very long, and was a terror to young grammarians. It was arranged alphabetically; first the prepositions beginning with "A," then those with "B," etcetera. Here, for instance, is the list under "A":—"About, above, according to, across, after, against, along, amidst, among, amongst, around, at, athwart." Then came the "B" words: "bating, before, behind, below, beneath, between, betwixt, beyond, by," and so on with the C's. The list of adverbs was not even arranged alphabetically, but proceeded in this fashion:—"So, no, not, yea, yes, too, well, up, very, forth, how, why, far, now," etcetera.

After this the interjections claimed their right to be memorized; but oh! oh! I forbear. We used to think the long dagger-like mark after each one of them was put there to indicate some murderous design.

THE "TAWSE" AS AN AGENT AND INSTRUMENT OF DISCIPLINE.

The "tawse" was a great institution in those days. It was thought that the knowledge which could not be crammed into the memory, or reasoned into the head, could be whipped into the fingers, or the backbone. Pupils,—girls as well as boys,—were flogged for being late, although some of them came two miles through the woods; climbing over logs, and often wading through streams, to get to school. They were flogged for whispering in school, or for making pictures on the slate, or not being able to recite correctly such barbarous lists of words of speech as above indicated. And worse than all, they were flogged if they failed to recite correctly the Shorter Catechism. Oh! how the Presbyterians envied the other Religious Denominations for their privilege of exemption from the Catechism.* . . .

In preserving order, the Teacher watched all the scholars with the eye of a detective, and soon found out any scholar, or scholars guilty of the crime of whispering, or talking. Instead of coming down and remonstrating with the offender, as the Teacher of the present day would do, he doubled up the "tawse" into a ball, and sent it flying with unerring aim, carrying consternation to the delinquents. Those to whom this "fiery cross" came, had immediately to come up to the Master's desk, each of them holding on to some portion of the detested "tawse," and there receive the castigation due to their fault. A friend writes, assuring me, that the hardening of the scholar's hands, in this way, was one of the means of making the tug-of-war team of Zorra, so invincible!

The following amusing incident, will perhaps, be remembered by some Zorra readers:—A Teacher was accustomed every morning, to bring with him to the School, two or three birches; but if these were not used up in the forenoon, they were invariably hidden by the boys, during the noon hour.—There was a hole in the ceiling, right over the Master's desk, and there, the switches were thrown.

But the best of friends must part; and as the day came when the Teacher must say "farewell" to his Scholars. Notwithstanding his severity, he was a man of warm feelings. So the boys, anticipating a "scene," during the delivery of the farewell address, had one of their number, at noon, go up the hole in the ceiling, with the instruction that he was to collect all the switches—the accumulation of years—and, at the proper time, to let them down. Late in the afternoon, the time arrived; the address began, and the Teacher, amid tears, was assuring the Scholars how much he loved them, when, lo, and behold! all of a sudden a whole avalanche of switches came from above,—tokens of affections!—The Teacher was nonplussed, the Scholars were convulsed with mirth, and the School was dismissed without hearing the peroration of the Dominie's farewell!

There was no play ground attached to any of these School-Houses; and so, unfrequently, the bigger boys and girls would go into an adjoining pasture field to play baseball.

(O yes, dear reader, the girls of those primitive times would play baseball, and be none the worse for it!)

Going into the field to play was not prohibited, but it was a strict rule that the Scholars must watch for the Teacher's return at 1 p.m., so as to be in School before him. This time, however, the young people, some twenty-five in number, were so interested in the game, that they did not observe the coming of the Teacher. There was, of course, no bell, or signal, of any kind, and it was some five, or ten, minutes before the baseballers realized that "School was in." They rushed in as quickly as possible, but only to receive fifteen strokes each, from a heavy leather strap. When the flogging was over, the Teacher panted, but his pride was assuaged, the majesty of law upheld, and good (?) supposed to have been done! The writer has a very feeling recollection of the occasion—

A Visitor to this School, examining a class of little boys, asked the question "How is leather made?" The answer came promptly: "By tanning." Question 2. "How is tanning

*The Church of England Catechism was, nevertheless, taught in many Schools in these early days.

done?" A little lad's prompt answer came: "You put it in a hole and wallop it with a stick." He had learned this method of tanning by observation and experience!

I have spoken of the faithfulness of the pioneer Teachers; their efficiency, however, in teaching good English pronunciation was not so evident. Think of a Scotch Teacher, who had never heard a word of French in his life, requiring a class to repeat from memory the names of the Counties of Quebec Province! Let the reader, who knows something of French, imagine such names as the following pronounced in the most approved Gaelic fashion, with a flogging as the penalty of failure: Charlevoix, Chicoutimi, Bellechasse, Berthier, Portneuf, Nicolet, etcetera. Such pronunciation reminds me of the mother, who boasted that her daughter had made her "début with great éclat," putting a strong English accent on the last syllable of the French words. Some pupils of those early days have found a long life too short to unlearn the innumerable mispronunciations acquired at School.

Let us not, however, be too severe on the pioneer Teachers. They were not, as a class, cruel, or vindictive. They were simply imbued with the spirit of their times. Parents thought that the future welfare of their boys demanded that they be, from time to time, in a judicious manner, laid across the parent's knee. Corporal punishment was inflicted in the army for the most trifling breaches of discipline; and in early days in England, a boy was hung for stealing a handkerchief worth five shillings.

After all, are there not boys to-day, who would rather suffer the strap and be done with it, than endure all the moderate substitutes for the old flogging? "We don't get licked," said a little boy contemptuously, "but we get kep' in," and stood up in corners, and locked out, and locked in, and made to write one word a thousand time, and scowled at, and jawed at, and that's worse."

III.—PIONEER SCHOOLS IN THE TOWNSHIP OF BLANCHARD.

From an interesting Volume on "The Pioneers of Blanchard" Township County of Perth, I have had permission from the Author, Mr. William Johnston, to make the following extracts relating to the state of Education among the Early Pioneers of that Township:—

EARLY EFFORTS OF THE PIONEERS TO ESTABLISH SCHOOLS.

To the matter of education for their children, the early settlers of Blanshard, contributed liberally of their means for its dissemination and support. Wherever a few pioneers had located, their first great effort was to erect a School-House for the training of their families. Humble little places they were, and destitute of all the conveniences and comforts of the fine Buildings erected for educational purposes at the present day.

THE SCHOOL HOUSES AND THEIR INTERIORS.

In the centre of the little settlement, and usually at a cross-road, the old log School-House was built. Unpretentious it was, and, in the Summer months, the boys made sad havoc with the chinking between the logs, for the purpose of letting in plenty of fresh air to the little chamber. The furniture was of the most primitive kind. Around the walls, on both sides were arranged the desks for the more advanced scholars. These desks were composed of a couple of boards laid on pins, which had been driven into auger holes made in the logs, that formed the wall. In front of these desks were benches made from plank, and in these at each end, were auger holes, in which were inserted pins for their support. For the smaller children, benches of the same description were set across the building, on which, day after day, they spent, in listless weariness, the hours prescribed for receiving their mental training. The door was always in the end of the little low building, and, on the floor in front of it, sat a great box stove, which, in the Winter, was kept at a glowing heat. At the farther end of the room, was placed the Master's chair. The walls were uneven, and ornamented here and there, with a lonely map, which seemed as if it had lost its way and had been stuck upon the rough logs by mistake.

WHAT THESE UNPRETENTIOUS BUILDINGS DID FOR THE COUNTRY AND HOW THEY WERE IMPROVED.

In those little log school-houses on the corner, some of Canada's great men received the rudiments of their education. But, the whirligig of time brought its changes. The Settlements grew and prospered, and with prosperity came the desire for better School accommodation for the education of the young and rising generation. That affectionate solicitude, which is ever

wakeful and watchful in the bosom of parents for the protection of their children, was soon productive of better things. Indeed, the improvement in the school premises, in many instances, was far in advance of the improvement in Church edifices, or of the private dwellings of the people. It is now many years, since the last log School-House in Blanshard passed out of existence. In every one of the fourteen Sections into which the Township is divided, comfortable and substantial Buildings, of brick, or stone, have been erected. In all of the Schools, the most elaborate and modern equipment, under an advanced system of education, is to be found. The School property and the Committees, (or Trustees,) in connection therewith, are under the most careful inspection of officers, appointed by the Municipality. Every precaution is taken to insure the most sanitary conditions on the premises, and for the promotion of the health and comfort of the children.

THE COMMENCEMENT OF THE PRESENT IMPROVED SYSTEM.

At what precise period of time many of the first School Sections in the Townships were formed, it would be impossible for me to say, as no record is to be found in the archives of the Municipality, regarding the formation of the first of these sections. In 1851, a motion was passed by the Township Council adopting certain by-laws then in force, "and that the said by-laws remain in full force and virtue until repealed." By-law Number 8 of this code relates to the division of the Municipality into School Sections. It is, therefore, clear that the division had been made for School purposes, previous to the passing of the Municipal Act. This by-law, together with several papers in connection with the early history of Blanshard, I have been unable to discover.

DIFFICULTIES EXPERIENCED IN FORMING SCHOOL SECTIONS.

The Council of 1851, being the first Council acting under the new municipal law, was singularly fortunate in being able to dispose of School matters in such a summary way. The lines of their successors did not all fall in such pleasant places. The conflict over the existing boundaries, and the formation of new School Sections soon began, and continued to rage with almost unabated fury, in some parts of the municipality, until the year 1881, when Union School Section Number 14 was brought into existence. This was the last Section formed in the Township, after an almost uninterrupted conflict of nearly thirty years. The question of School Sections was one, on which were wrecked the hopes of many an aspirant after municipal honors!*

At the Board, [Council] for nearly the whole period from 1852 up to 1870 the question of schools seems to have been kept up with great energy and determination. At one Meeting, a deputation would appear, and after giving certain explanations, the Board would place on record a motion, giving effect to the desired scheme of the applicants. At the next Meeting, the opposing party would appear in force, and having given their views in language more forcible than elegant, the former motion would be rescinded and the whole affair be allowed to remain, as it is recorded, "*in status quo*."

This state of affairs, to say the least, was not creditable to the Board. It appears to us, notwithstanding our high appreciation of municipal men, that the action of Council must have been founded to a great extent, on the number and influence of the deputation, with which they were dealing for the time being, rather than on the justice, or fairness, of the principles propounded by parties. The pledges which had been made by some of these legislators to their constituents, previous to their election, in the matter in dispute, were now openly and in rude and emphatic language thrown back. In extreme cases, if the Councillor was not able, by his intellectual superiority, or by an exhaustive explanation of the fairness of the course he was pursuing, to satisfy the irate electors, recourse to physical arguments of the most convincing kind, on more than one occasion, settled the question! It may be fairly said now, however, that out of the "thirty years' war" of the School Sections, an order of things has been evolved, that seems to give satisfaction to the great mass of the people. Indeed, it is doubtful, if better arrangements could be made, regarding school boundaries, than at present exist in the Township. And such seems to be the feeling of the people, as since 1881 no legislation of any importance has been asked for, by that Board, in connect on with the Schools. . . .

In the various log Buildings erected for school purposes, the services were held, and when these were not convenient, then the doors of the settlers were always open to the Minister who desired to impart religious instruction to the people. .

The old log School-House "on the corner" is long ago a thing of the past—

*See also the existence of similar School difficulties, which are referred to on pages 123 and 200 of this Volume.

THE TOWNSHIP LIBRARY OF BLANCHARD.

The Council, having succeeded in establishing Schools in the several Sections, which had been formed in the municipality, next turned its attention to giving further educational facilities to the people, by establishing a Township Library. On the 25th day of November, 1853, at a meeting of the Board, it was moved by Mr. Henry Willis, seconded by Mr. Cathcart, that, Fifty pounds (£50,) be granted for the purpose of establishing a Library for the people of Blanchard. This motion was carried with the approval of the whole Board. The Council, feeling itself, in some degree, inadequate to the proper carrying out of such an important matter as the selection of the Books, at a subsequent meeting, made further arrangements. On the 21st day of December, in the same year, on motion of Messieurs Hill and Cathcart, the whole Council was appointed a Library Committee. With this Committee, were named as associates, Messieurs William Woods, Johnston Armstrong, J. K. Glendinning, J. R. Bennett, Doctors Wilson, Wood, and Coleman, the Reverend Mr. Lampman, and the Clergymen of all Denominations. A Township Librarian was appointed with a salary of Four pounds per annum; and he had to give security in the sum of Forty pounds (£40,); the Ward Librarians were to receive Two pounds per annum for their services, and to give security in the sum of Twenty pounds (£20,) for the proper performance of their duties. . . .

IV. PIONEER SCHOOLS IN THE COUNTY OF PRESCOTT.

By permission of Mr. C. Thomas, I insert in this Chapter that portion of his work on the "History of the County of . . . Prescott," which relates to the early pioneer Schools of that County, written by Mr. W. Y. Summerby, the Public School Inspector:—

Colonel J. Graves Simcoe, the first Lieutenant-Governor of Upper Canada, shortly after his appointment in 1791, wrote to Sir Joseph Banks, President of the Royal Society, as follows:—

In a literary way I should be glad to lay the foundation stone of some Society that I trust might hereafter conduce to the extension of science. Schools have been shamefully neglected. A college of a higher class would be eminently useful, and would give a Tone of principle and manners that would be of infinite support to government. (See page 11 of the First Volume of this History)

This is the starting point of the Educational History of Ontario. During the whole period that he remained in Canada, Governor Simcoe continued to press upon the Imperial authorities the importance of this work, urging them to make provision for the establishing of a University for the Province, and a Grammar (classical) School for each Municipal District. But the Colonial Office was slow to act, and the Governor had to leave the Province on account of ill-health before his ideas were destined to bear fruit.

THE BEGINNINGS OF EDUCATION IN THE EARLY DAYS OF PRESCOTT COUNTY.

After some years of agitation, Grammar Schools were finally established in each District, and subsequently, (1816,) an Act was passed for the establishment and encouragement of Common School Education. Six Thousand pounds, (\$24,000,) were granted from the Provincial funds, and apportioned among the ten Districts of the Province. The District Grammar School Boards were to apportion it among these Schools in the several Districts, according to the number of their scholars; none was to be given to a School of less than twenty scholars, and no School was to receive less than One Hundred dollars.

In this same year, (1816,) the Ottawa District was organized. This District comprises the territory now included in the Counties of Prescott and Russell, and also part of the present County of Carleton.

In the Journals of the House of Assembly for the 23rd of January, 1823, we find a record that Mr. David Pattee, M.P., asked for leave to bring in a Bill to establish a Public (Grammar) School in the District of Ottawa. Leave was granted, and the Act was assented to by the Lieutenant-Governor, Sir Peregrine Maitland, on the 19th March, 1823. One Hundred pounds (£100,) a year was granted, to be "disposed of in paying the salaries of the Teachers of the said School." And among other things it was enacted:

That the said School shall be opened and kept in the Township of Longueuil, in the County of Prescott, at or near the place of holding the General Quarter Sessions of the Peace for the said District, at such place as the trustees appointed may think proper.

Four years later, (1827,) we find an Act passed authorizing the Reverend John McLaurin to grant to the Trustees of this School, one acre of land for a site.

Mr. McLaurin's Report for the year 1827 tells us that he had then 27 scholars. He also states that "some of the most advanced pupils had gone to Burlington College in the United States,—“there being,” he says, “agreat tendency in this place to send their children to finish their education in the States.” He speaks of their “excellent School House, built of stone and lime, well fitted up and large enough to accommodate from 50 to 60 scholars.”

His assistant, Mr. Gates, is mentioned, and the Report ends by informing us that he had “given every encouragement to education by making my fees very low.”

This was the only Classical School in this part of the Province for many years, and all the leading men of the District sent their boys to school there.

Messieurs George Hamilton, Alexander Grant, and Philo Hall were Members of the District Board of Education at this time, (1827.), and they reported the common schools of the District as eleven in number, “kept by Masters duly qualified.” They recommended an appropriation of £126 10s. for the support of the said Schools.”

The Province increased rapidly in population ; but the Legislature did so little towards aiding the Common Schools, that a Committee of the House of Assembly, in 1831, stated that the Schools were in a “deplorable” state. There is reason to believe that in the County of Prescott things were not so bad ; as, in comparison with other Districts, the population was small, and each District received the same share from the fund. Nearly everything, however, was left to voluntary effort.

THE NEW ERA OF EDUCATION IN UPPER CANADA.

Doctor Ryerson was appointed Chief Superintendent of Education in 1844, and at once he bent his energies to the establishment of a really National System of Education. “Free schools” were denounced as “downright robbery,” and as a “war against property.” Lord Elgin, who was Governor during this period, gave much valuable aid to the popular cause. Finally, in 1850, a School Law was passed, adapted to the Municipal System of the Province. The leading principle of the system were local control ; local taxation, aided and stimulated by Government assistance ; Education free to all and compulsory ; systematic inspection, under government control. The Act of 1850 did not give us all this ; but it went a long way toward it, and subsequent amendments have given us the system now practically completed.

PROGRESS OF EDUCATION IN THESE COUNTIES.

In 1852, 2,300 pupils attended the Schools of these Counties ; these pupils were taught by fifty Teachers, who were paid something less than \$5,000 in salaries.

The two Grammar Schools at L'Original and Vankleek Hill at this time had fifty-one pupils between them. Their income is put down to £220. Twenty years later, in 1872, the Public (Common) Schools contained 6,163 pupils taught by 110 Teachers, who received \$13,726 in salaries. The High (County Grammar) Schools in 1872 were attended by 76 pupils.

At present, there are 200 Teachers in the Primary Schools, (Public and Separate,) teaching 10,766 pupils, at a total coat of \$58,000 yearly.

The two High Schools of Hawkesbury and Vankleek Hill are educating about 250 pupils at an annual cost of nearly \$5,000.

There are Eighty-one Roman Catholic Separate School Teachers in the Counties ; most of these Schools have been established of late years. The Saint Eugène Separate School is the oldest in the Counties, having been established about 1852.

We have three Protestant Separate Schools.

The old Grammar School at L'Original was discontinued in 1873, after the establishment of the Hawkesbury Schools.

In 1877, Training Schools for third class Teachers were established in every County. Since then every Teacher in Ontario has received professional training.

Mr. William J. Summerby, the Author of the above sketch, and through whose earnest and judicious labors the Schools of Prescott and Russell are advancing, is a son of Mr. William Summerby, who came to Canada in 1853, and, for many years, was a foreman on the Grand Trunk and Great Western Railways ; he died in 1892.

The son, W. J., received a thorough training for teaching at the Toronto and Ottawa Normal Schools, and became Head Master of the Kingston Model School . . . and was appointed Public School Inspector for Prescott and Russell in 1880 . . .

HOW SCHOOL AFFAIRS WERE MANAGED HALF A CENTURY AGO.

The following will give some idea of the way in which school affairs were managed fifty-four years ago:—

Pursuant to Act of Parliament, relative to Common Schools, at a quarterly meeting held by the School Commissioners for the eastern and western divisions of the Town of Hawkesbury, at the Red School House, near Mr. William Tait's stone house, on Tuesday, the first day of March, 1842, the Reverend Franklin Metcalfe, Messieurs Joseph S. Whitcomb, George Higginson, James Stirling, M.D., Peter Roy McLaurin, Archibald McBain, and Nathanael Burwash, being School Commissioners, it was arranged that the District be divided into convenient portions and that these portions should be assigned to various Commissions, whose duty it would be to visit the Schools of the division monthly and report upon them quarterly.

At a subsequent meeting of the Commission it was agreed "that owing to the fluctuating nature of the population and the serious loss that will accrue to the Teacher, from the Collector not being able to collect all the school fees of 1s. 3d. per month, the School Commissioners hereby recommend and permit the Teachers themselves to collect the above fee from each scholar attending the irrespective Schools, and that intimation be given to the Teachers to that effect, and, in case of receiving such fee, the Teacher to grant a receipt."

At a meeting held by the Board, on the 8th of December, 1842, it was

Resolved, "that the several School Teachers shall take upon themselves to collect the School fee of 1s. 3d. per month, and, in case of refusal to pay, the Teacher may apply to the Commissioners for authority to enable the Collector to collect the same."

THE SCHOOLS OF VANKLEEK HILL.

Vankleek Hill has long been noted for the excellency of its Schools. A Grammar School was opened some time in the forties, in a Stone Building that occupied the site of the Grand Central Hotel; it continued in successful operation many years.

In 1876, the Town Hall was erected, in which the Model and Public Schools have long been conducted. The Public School has four departments; average attendance 200.

The High School Building, which was erected in 1890, is 60 feet x 34 feet in size with a wing about 37 feet x 32 feet; height two stories above the basement, and it has the Smead Dowd system of heating and ventilation. There is a good Library, and a fair stock of apparatus connected with this institution, as well as a Literary Society and Reading Room.

V. THE EARLY SCHOOLS OF NIAGARA ON THE LAKE.

By the kind permission of Miss Carnochan I insert the following extracts from her Historical Sketch of Niagara on the Lake*:—

My subject is the Early Schools of Niagara, but for that term, I would claim a broader meaning than that generally accepted. Hugh Miller in his "Schools and Schoolmasters" goes far beyond the School House and its pedagogue, as does also Doctor Hodgins in his "Documentary History of Education in Upper Canada." We read of the school of adversity which gives a training found in no other school, and we all know what useful inventions have been produced by the school of necessity. Perhaps no place in Ontario has in its early history given greater scope for the development of character, from the peculiar surroundings, than has Niagara.

THE COMING OF THE UNITED EMPIRE LOYALISTS AND THEIR CHEQUERED FUTURE.

The most of those who came here, were people of fixed ideas, who had suffered, and were ready to suffer to maintain their opinions, subjected to a life of toil, war with the soil, with forest enemies, both man and beast, and, as the many influences which served to make Hugh Miller the stalwart, honourable, thinking man, into which he developed, we may claim for the early inhabitants of this historic Town and their children, peculiar influences which no doubt helped to develop certain traits of character.

To conquer difficulties, to be obliged to be alert, watchful, on guard, to know that the soil we tread has been watered with the blood of our forefathers, that every turf may be, or has been, a "Soldier's Sepulchre," to rebuild the ruined homes, to see returning prosperity torn from our grasp, and stagnation again, all these have told upon the inhabitants, as well as the scholastic institutions of the Town. Other educative influences may be referred to later on.

* Various items in this paper will be found given chronologically in the preceding Volumes of this History; but here they are grouped together consecutively.

OUR LOST RECORDS OF A HUNDRED YEARS AGO.

To go back a period of a hundred years ought not to be so difficult a task, but, in this case, it presents almost as insuperable difficulties as trying to piece out the personal life of the great dramatist. How strange, that, while of many Romans, who lived two thousand years ago, as of Pliny, we have letters and personal descriptions, but of one, who lived scarce three hundred years ago, we have not a letter and only one, to him, and yet millions of people know him by his works, and so we find it difficult to obtain accounts of some of our early educators, so many records have been burnt in the war of 1812 so shifting has the population been, from the many vicissitudes of the Town, but, by dint of newspaper items, here and there, an extract from the "Archives of Canada," some valuable old Letters and Documents, Account books, the tales of the "eldest inhabitant," who tells the story of his Father, we are able to piece out a tolerably correct sketch of our "Schools and Schoolmasters," it must be confessed, with gaps here and there, which it is hoped may be yet filled, now that our Historical Societies have really set to work in earnest.

THE EDUCATIONAL FACILITIES OF THE OLDEN TIMES IN NIAGARA.

There were Private Schools, Garrison Schools, the District Grammar School and the Common School, Church Schools, Separate Schools, Ladies' Schools, Classical Schools, Night Schools, Boarding Schools, Schools for coloured children, Dames' Schools, the Fort School and many others. In the diary of Colonel John Clark, father of Doctor Clark of St. Catharines, he speaks of attending the Garrison School at Fort Niagara, in 1787; The Fort was not given up to the Americans, until 1796. When he came to the British side of the Niagara River, the first Teacher he went to, was Mr. Richard Cockerell, an Englishman, who, we read opened a School at Niagara in 1797.* In the newspaper of that date, he advertises an Evening School, for teaching Writing, Arithmetic, Book Keeping, at Four shillings a week. For teaching any branch of practical, or speculative, Mathematics, Eight dollars; hours from six to eight in the evening. In 1799, he removed to Ancaster, and in resigning, thanked the public for their support, and recommended "the Reverend Mr. Arthur, who teaches Latin and Greek, and will take a few young gentlemen to board."

THE FIRST PUBLIC PROVISION MADE FOR EDUCATION IN UPPER CANADA.

The first provision made for Grammar School Education, in Upper Canada was by the Duke of Portland, in 1797, but we find, that sufficient credit has not been given to Lieutenant Governor Simcoe for the noble part he played, in providing educational advantages for this New Country. In different Letters from Navy Hall, Niagara,† he had thought on the subject, and what strenuous efforts were made by him for this end. On the twenty-third of November, 1792, in a Letter to Secretary Dundas, he speaks of a provision for the education of the rising generation, and, in 1793, to the Bishop of Quebec, in asking for clergymen, says, that in his progress through the country, he is told, that the Sabbath is becoming unknown to their children, who are searching for amusements on the Lord's Day. Again, in 1795, he urges the Duke of Portland thus:

In Niagara, the want of a School is most visible. The Reverend Robert Addison is willing to undertake it on same terms as the Reverend John Stuart at Kingston.‡

In the reply of the Duke of Portland, fancy the feelings of those asking for a School for their children, being told, that the payment for a Teacher ought to be very moderate, and that all the subjects necessary are Reading, Writing, Accounts and Mensuration; that those wishing to study Greek and Latin may go to Montreal, or Quebec, or Nova Scotia. . . .

LOCAL EFFORTS TO PROVIDE SCHOOLS IN NIAGARA.

In 1797, Mr. James Blayney advertises a School in Niagara, and, in 1798, the house of Mr. D. W. Smith was offered for sale, for a free Grammar School for the Home District, with four acres as endowment. Recommended in Letter from President Russell at York. In 1800, he offers a reduction of Four Thousand dollars, (\$4,000) in price, and to take wild land in payment. The plan was opposed by Lieutenant Governor Hunter, one reason being given, that the house is opposite Fort Niagara, and, being in range of the guns from that Fort, is in too exposed a position. In 1802, Mr. and Mrs. Tyler, residing between Niagara and Queenston, advertise a regular Day and Night School for "Children of both sexes, price in proportion to the kind of

* See pages 10 and 30 of The First Volume of this Documentary History. The name, in old records, is also spelled "Cockrel."

† Given on page 11-14 of the First Volume of this Documentary History.

‡ See page 36 of the same (First) Volume.

instruction, Reading, Writing and Arithmetic taught; for young ladies, "all is taught that is necessary for their sex to appear decently and be useful in the world and in all that concerns housekeeping." In the record book of St. Andrew's Church, commencing on the thirtieth of September, 1794, there are frequent references to Teachers in connection with the Church, thus: "September the second, 1802, the Reverend John Young, from the City of Montreal, was engaged at One Hundred pounds. Halifax currency (£100) and a dwelling house, also to have the teaching of a School exclusive of his salary as a Preacher of the Gospel." On the thirteenth of April, 1805, it was

Resolved, "That this meeting do fully authorize and empower the persons, that may be nominated as aforesaid, to offer as a salary for three years to a Preacher, the sum of Seventy-five pounds of lawful money of Upper Canada, provided he may be induced to teach thirteen Scholars in the Latin, Greek Language and in Mathematics."

In 1802, it was proposed to erect an Academy in the Town, and, in 1803, we read, that Mr. R. Cockerell had an excellent Mathematical School at Niagara. Mr. Edward A. Talbot, who writes on State of Education, in 1818, says: "There are only two schools of any note in Upper Canada, that of Strachan and Cockerell,"* which is high praise for the latter.

In a Letter from Governor Simcoe to Secretary Dundas, April 23, 1792, written from Quebec, he proposes two School Masters at £100 each,—one at Kingston and the other at Niagara, this was before he had reached his future capital, and while living there planned for Schools in the Province. In 1797, steps were taken in Parliament to establish four Grammar Schools and a University; the Schools were to be at Cornwall, Kingston, Newark (Niagara), Sandwich, and the University of York, now Toronto. By an Act passed in 1807, One Hundred pounds (£100) was to be allowed for each District. Niagara is the fourth oldest High School in the Province, having been founded in 1808, the three first being Cornwall, Kingston and York, founded in 1807.† It has been called by different names, first, the Niagara District Grammar School; next, Niagara County Grammar School; next, Senior County Grammar School . . . then the Niagara High School. The seal has these words: "Niagara County Grammar School, established in 1808, incorporated 1853," and has on it the figures of a globe, telescope, quill pen, inkbottle, bell. It may be said, that in later days, in a certain sense, the existence of many of the small High Schools, depended on the Niagara High School, as when a Bill was about to pass through the Legislature, which would have swept many of them out of existence, the Honourable Stephen H. Richards, who was in the Cabinet, and was the Member for Niagara, seeing, that his constituency would lose its High School, had such changes made in the Bill as would prevent this, and thus many others were saved, "Honour to whom honour is due."

It is believed that the Reverend John Burns, Presbyterian Minister, was the first Teacher of the Niagara School. . . . Till lately, there were several living, who were his pupils, both before and after the war of 1812. He was taken prisoner and, it is said, preached to his captors! The late Judge Burns was the son of this old Niagara Teacher and Preacher.

AN EDUCATIONAL INTERREGNUM FROM 1812 TO 1820.

Now comes, as might be expected, almost a blank of several years. We learn, that during the war the Schools were closed, and, while it was easy to see, that in 1813, when the Town was in the hands of the Americans, the British around in a circle, skirmishes occurred frequently, and, in 1814, the people scattered in all directions, when a heap of ruins represented the homes, from which had gone forth the children to the Schools referred to, the records were lost and several years must elapse before Schools in Niagara would again be in operation.

THE REVIVAL OF EDUCATION IN NIAGARA.

The Reverend Thomas Creen, in 1820, opened a Private School, and afterwards the Niagara District Grammar School. He afterwards became the Rector of St. Mark's, but at first he was the assistant to Reverend Robert Addison. He was an excellent classical scholar, an Irishman, but educated at Glasgow University. He was also, at a later date, a School Trustee and an Examiner of Teachers. He taught many, who, afterwards became distinguished men, as Mr. Miles O'Reilly, Judge Burns, Judge Miller, Senator Dickson, Thomas B. and W. Fuller, several of these pupils placed a handsome tablet to his memory, in St. Mark's Church. In the year 1823, there were eighty-five names on the Register of the School, while in 1827, from the existence of two rival Schools and the removal of a regiment from Niagara, the number was only eighteen.

In the *Niagara Gazette* of June the twenty-third, 1823, an account of the Niagara District Grammar School Examination. In 1823 there appeared a petition of the Common School

* Page 195 of the First Volume of this Documentary History.

† By the Act of 1807 eight Grammar Schools were established in Upper Canada. See pages 60 and 61 of the First Volume of this History.

Teachers of the Niagara District, complaining of want of payment of their salaries, and the proceedings in the Legislature in consequence are recorded. In 1824, the Reverend Thomas Creen appears as Secretary of Common School teachers. On July, the third, 1824, there is an account of an examination of the School. . . . The number of pupils was forty, of whom four were studying Xenophon ; five, Horace and Cicero ; three, Virgil and Sallust ; eighteen, History and Geography ; twelve, Grammar and Arithmetic ; and three Reading and Writing. The Latin classes were put through their drill by the Reverend Robert Addison, who seemed quite at home. He must then have been an old man. In *The Niagara Gleaner* for 1826, August the twelfth, is a notice that Mr. Creen's School would be open for pupils on the fourteenth. In the same paper there is the advertisement of the Reverend Thomas Hancock, A. B., graduate of Trinity College, Dublin, informing the public, that he had opened an academy for the instruction of youth in Greek, Latin, etcetera, at Butler's Barracks. He was Assistant Chaplain to the Forces at Niagara. Besides this in the next year, there is an advertisement by the Reverend James Fraser, Minister of the Presbyterian congregation, that he proposes to open a class for the various branches, pertaining to the Literary professions. It would seem from this, that there must have been, at that date, three Schools in Niagara, where the study of classics was pursued. We, who remember the day when mathematics was the important study and who remember that English was given a more important place, we recall with interest the days when Homer and Horace reigned supreme. . . .

In January, 1823, a report of the Niagara District School, hopes in rather grandiloquent style, "that literatures, at once the blessing and ornament of society, will flourish here with increasing bloom and shine in its generous lustre." . . . We also find some excellent rules by the District Board of Education for the Niagara Schools. Barrons five hundred questions on New Testament were used in the Sunday School, and also in the District Grammar School. . . .

THE VARIOUS OTHER SCHOOLS ESTABLISHED IN NIAGARA.

Besides the Grammar School taught by Mr. Cockerell, (which was at one time in a Block House,—the charge being one dollar a month,—) who is described as being very strict, and who taught in Niagara, till 1806, and was succeeded by Mr. Hughes, there was a School taught by Mr. John Wray, described as a little old man, by those who remember him ; he died in 1846, at an advanced age, having been the Clerk of St. Mark's Church for forty years. There was a School taught by Mr. McKie, who was a classical scholar, this was a private School after the war, and his wife taught fancy work. The School in connection with St. Andrews Church, was continued till 1843. . . . At a meeting of the Congregation, held in the School House in January, 1817, the accounts of monies received and expended in building the Schoolhouse were received. This building seems to have been used before the war as a School House, and, after the war, on Sunday for Divine Worship, and for Sunday School, and, on week days, for a School, the upper part at one time, having been used for the coloured children's School, (as mentioned further on), in 1840, at the Annual Meeting of the congregation, it was :

"*Resolved*, that the Trustees and members of the Kirk Session, be the committee for the management of the School, kept by Mr. James Webster, in the School House, on church lots."

THE OPERATION OF THE COMMON SCHOOL ACT OF 1841.

In January the first, 1842, the Reverend Robert McGill made some statement regarding the School Act passed at the late Session of the Provincial Legislature, and pointed out the manner in which the trustees of the School, in connection with the Church, might avail themselves of the provisions, it was :—

Resolved, That it is desirable to maintain the School under the management of the Church Trustees, Mr. Heron was appointed to wait upon Mr. Webster to ascertain how far he is disposed to put himself in dependence upon the provisions for Common School Act of 1841.

And now, we turn, to what we can find of the backbone of our Educational System. There have been several references to the Niagara Common Schools before. On the ninth of September, 1826, there is a letter in *The Niagara Gleaner* strongly advocating the erection of a Public Common School House, as the population of the Town, then was one thousand two hundred, and they had an able Teacher in Mr. David Thomson.

In 1827, the Province had been divided into eleven Municipal Districts, with provision for a Classical Grammar School in each, and for Common Schools in each Township. On June the second, 1827, appears the following certificate, signed by the Reverend Thomas Creen, and Thomas Hancock, A. B.

"We have great pleasure in testifying to the ability and fitness, etcetera, of the Teacher of the Niagara Common School, Mr. David Thomson.

These are the classes, Writing, Arithmetic, Grammar, four, Orthography, Reading, Writing, eight, Orthography Reading, six, Book Keeping, two, total, twenty-five, and, that Messieurs Heron, Kay and Varey had been duly elected Trustees of the District Common School. The fees were, after March the twenty-eight, Reading, Orthography, two shillings, six pence, or fifty cents, with Writing added, sixty-two and one half cents, and with Arithmetic, seventy-five cents, per month.

CONTRIBUTIONS BY SCHOOL CHILDREN.—OFFICERS OF THE WAR OF 1812.

A sparkle of colour is given to these dry records, which pleases us much :

February the twenty-third, 1827, there is an account of a collection, that had been taken up, from the pupils of Mr. Thompson's School, in aid of the distressed Greeks, amount raised, eleven shillings, one and one-half pence. This, it will be remembered, was the year of the Battle of Navarino, and now, after seventy years, the generous deed of these Niagara School children is recalled, as we are sending away our contributions to the Armenians, oppressed and barbarously treated, by the same unspeakable Turk, but now the Nations do not rise up, as then, to help the weak. The Teacher referred to, was the same Mr. David Thompson, who wrote a history of the war of 1812, Captain Thompson of the King's Eighth, who fought in the war of 1812. Among the names of early Teachers, are those of Mr. Rolston and Mr. Crombie.

THE SEVERE SCHOOL DISCIPLINE OF THOSE EARLY DAYS.

An account of some of the punishments of those days would make our present pupils stare in wonder and amaze. It is recorded of one Teacher of the Town, that he struck a boy on the head, with a round ruler, one inch in diameter. The boy fell to the floor insensible, and was carried out to the snow to revive. It is pleasing to know, that the big boys of the School then did what so rejoiced the heart of the honest Yorkshireman, when Nicholas Nickleby so effectually "bate the Schoolmaster." The Teacher then removed to Stamford, where his next feat was, as a punishment, to shut up a little girl in the oven, and was sent away in consequence. At a later day still, in another School, a pupil, on his return from School, was asked the question so frequent in those days, "Were you whipped to-day?" "Yes I was whipped, but Mary, (his sister,) was kissed." The Teacher had left the room leaving a monitor to give the names of all who spoke, and the Teacher coming to the little girl, whose name had been given, instead of the dreaded taws, stooped down and kissed the astonished child.

SCHOLARSHIPS IN THE GRAMMAR SCHOOL.

At this time it was customary to grant scholarships to the Grammar School, which were given for three years to the best pupils in the Common and separate Schools, the latter having at this time a very able Teacher; one of the cleverest pupils sent was the late Father John Kennedy, who was drowned some years ago. . . .

A system of Bible distribution was made by the Teachers of the Niagara District in 1817.* A form of report of Trustees and of Teacher's Certificate to receive salary was prescribed by the Niagara District Board of Education very different from that of to-day.† . . . There are also "Rules for Government of Common Schools in District of Niagara," ten in number, as succinctly said by Doctor Hodgins compared with the comprehensiveness and elaborateness of to-day those of eighty years ago, make up for their lack in this respect, by their clearness and brevity.‡ . . . I quote a few of these Rules here :

Number four. Corporal punishment seldom necessary, except for bad habits learned at home, lying, disobedience, obstinacy, these sometimes require chastisement, but gentleness, even in these cases would do better with most children.

Number five. All other offences, arising chiefly from liveliness and inattention, are better corrected by shame, such as wearing gaudy caps, placing the culprits by themselves, not admitting any one to play with them for a day, or days, detaining them after school hours, or during a play afternoon, and by ridicule.

Number seven. The forenoon of Wednesday and Saturday to be set apart for Religious Instruction, to render it agreeable, the School should be furnished with at least ten copies of Barron's Questions on the New Testament. . . .

* The particulars of this distribution is given on pages 139, 140 of the Third Volume of this Documentary History.

† The form of this report and certificate is given on page 140 of the same Volume.

‡ These Rules are given on page 141 of the same Volume.

Number eight. The afternoon of Wednesday and Saturday to be allowed for play.

Number nine. Every day to close with reading publicly a few verses of the New Testament, proceeding regularly through the Gospels.

The propriety of rule five would be called in question at our Training Schools of today; . . .

EARLY RECORDS OF THE NIAGARA DISTRICT GRAMMAR SCHOOL, 1832, 1833.

Lately, in an old trunk, was discovered a document containing interesting information relating to the Niagara District School, in 1832-1833. It appears, from this, that His Excellency, the Lieutenant-Governor, then Sir John Colborne, appointed the Trustees and advised with them, as to appointment of Teachers. At a Meeting of the Trustees just appointed by him, nineteen resolutions were passed with regard to building of a Seminary, large enough for apartments for Masters, and a large number of boarders; Five Hundred pounds (£500) had been granted by Trustees of Market Square, and Two Hundred and fifty pounds (£250) additional obtained. The teacher was to be selected for literary and moral qualification, without regard to his Religious Denomination. The Governor had granted for the site five acres near Fort Mississagua. The School was then held, near the Market Building. Permission was asked to appoint another Teacher, and the Governor says, it will not be necessary to go to the Mother Country, as proposed, but that a competent Teacher may be found in Canada. It is singular, that though different attempts were thus made from 1798, to secure a Building, that no permanent Building was obtained until 1860, for the Public Common School; and, in 1875, for the High School.

The oldest Building now standing, which served as a School House in Niagara was lately the property of Mr. Ibson. Here, in 1827, and for many years, Miss Young taught a large Private School. The old-fashioned fire-place, with its crane, may still be seen. The Stone Barracks, now the Masonic Hall. Rogers' brick Building, the brick Building owned by the late Doctor Ker, have all been used by the High, or Public, School, in past years.

DOCTOR JOHN WHITELAW AS A NOTABLE TEACHER IN NIAGARA 1830-1851.*

Among the Teachers of Niagara perhaps the most striking personality is Doctor John Whitelaw, who taught the Grammar School from 1830 to 1851. He was a good classical scholar and, from the impression received from talking with some of his old pupils, he must have been an able Teacher and a Christian gentleman. His son, John, was at one time his assistant, a young man of great promise, who died at an early age, the lectures he delivered on chemistry, and the experiments in which he was assisted by his pupils are yet remembered. It is one of my early recollections, seeing nitrous oxide, or laughing gas, administered by him, in the lecture room, and the disastrous effects in one case. The love of science must have been shared by the Father and Son, for we find, that Doctor Whitelaw taught in Kingston, in 1814 and gave Lectures in Chemistry, Mineralogy and Geology, while Master of the Kingston Grammar School.† “Junius,” in the *Kingston Gazette*, deploras the loss to Kingston boys, of Doctor Whitelaw and mentions Equations, Geometry, Trigonometry, Latin and Greek, as taught by him. He also gave a course of thirty-six Lectures, three every week, admission three guineas for the course.‡ In 1819, his successor is spoken of, and we know, from an address of Sir Oliver Mowat, that he practised Medicine in Kingston, having been the medical adviser of his Father's family.§ Here is a reminiscence from an old scholar: “When Brennan was hanged at the Niagara jail, we boys did not know any better, than to get up a petition for a holiday, one boy wrote it, from the dictation of another, while a third presented it. Such a lecture we received, I shall never forget, for “conduct was a sure proof of total depravity and original sin.” The next day we went to School but the old Doctor was ill, whether he had taken our conduct so to heart, we did not know, we had the coveted holiday, but I question if any of us went to see the execution. He was very particular in, as he called it, giving us a “thorough grounding” in Latin and Greek. Sometimes attained by painful methods.

The same old pupil describes the School Room, as having a wooden partition, one stove, which very imperfectly heated the room, being half in one room, and half in the other. There were about forty scholars, many of them from the regiment stationed here. There were morning and evening prayers. The Bible was read in both Common and Grammar Schools, by the pupils.

*Doctor Whitelaw is mentioned in a Letter on page 33 of the First Volume of this History. See also page 320 of the same Volume.

†See pages 130 and 156 of the same (First,) Volume.

‡*Ibid* page 83.

§ See page 138 of the Third Volume of this History.

THE REVEREND THOMAS PHILLIPS AND OTHER MASTERS OF THE GRAMMAR SCHOOL.

The Reverend Thomas Philipps taught the Grammar School from 1853 to 1861, and had a large Boarding School, his Pupils forming quite a procession, marching to St. Mark's, on Sunday morning.—The Reverend T. D. Philipps, afterwards of Chicago, his son, the notable cricket player, was his Assistant. The pupils were very successful in passing University Examinations.

The Buildings, in which the School has been held, have been as various as the Teachers. In early days, the Block House, the Stone Barracks and many others before the present brick Building was erected, not without a long struggle, for the result of which the late Reverend, Charles Campbell, of Toronto, deserves much credit.

Four of the Teachers have had a long term of office, the Reverend John Burns, Doctor Whitelaw, the Reverend Thomas Philipps and Mr. Andrews.

Among the punishments was one which may be considered questionable now, *videlicet* ; to commit to memory, a Chapter of the Bible, another law was, that, when detained after school, with work to be done, (the Teacher some times leaving the room,) if one brave leader ran away, all the others might go, and the one, who left first alone was punished. It was considered a brave self sacrificing thing to do, by subjecting oneself to severe punishment, thus procuring the freedom of the others, and he, who did it, was a sort of hero.

EDUCATION OF THE COLOURED CHILDREN OF NIAGARA—AN EPISODE.

A reminiscence, given by a coloured woman, of her School life, in Niagara, must not be forgotten :

"The first school I went to, was kept by a yellow man, called Mr. Herbert Holmes—"Hubbard Holmes," our people called him, oh ! he was severe ; they were then, you know ; but he was a fine man, had been educated by a gentleman in Nova Scotia. He used to drill the boys, and, when holiday time came, he would march us all in twos to a grocery kept by a black woman and treat us all to bull's eyes and ginger-bread. Holidays were not two months, as they are now, but two weeks, I went to a black man, upstairs in the School House of the Scotch Church, the Room was full of children, the benches were slabs with the flat side up, and the bark of the tree down, with round sticks put in slanting for legs. The children all studied aloud and the one, that made the most noise, was the best scholar in those days ! Then I went to a Miss Brooks, from Oberlin College, Ohio, in 1838 and 1839, She was sickly, and died of consumption, oh what hard times she had with some of the boys,—bad, rough ones. But Herbert Holmes was a hero, he died in trying to save a black man from slavery."

The tragic and heroic death of this Niagara Teacher, I have told elsewhere, but some reference may be made to it here. An escaped slave was to be returned to the United States authorities, on the charge of stealing his master's horse in escaping, but the Teacher and exhorter organized a party of several hundred coloured people to surround the gaol and rescue him, when taken out. For ten days, or more, the blockade was kept up and Herbert Holmes was shot dead, while holding the head of the horse, on which it was intended to let the prisoner escape. This was in 1837, and his drilling the boys may have had some result, as a company of black men from Niagara was formed and was on duty at the Falls, during the Rebellion, thus aiding the Government which had given them a refuge . . .

OTHER SCHOOLS AND EDUCATIONAL INSTITUTIONS IN NIAGARA.

In addition to the six Common Schools established in Niagara, there were three institutions for a higher order of learning, *videlicet*, the District Grammar School, conducted by Doctor Whitelaw, assisted by Mr. Logan ; the Classical School of the Reverend Doctor Lundy, and the Ladies' School of the Misses Burgess, also, the private School of Miss Read, and Mr. Shaw's School. This was Mr. James Dunn who afterwards became Principal . . . of the High School in Elora, Welland, etcetera, Mr. John Crooks, who taught an early Sunday School, and, as a Sunday School librarian, had tracts carefully covered and distributed. This Sunday School was the first in Niagara and was held between the years 1820 and his death in 1833. Another Educator deserves honourable mention, and I have the less hesitation in referring to him, since Doctor Hodgins, in his "Documentary History of Education in Upper Canada," does so. Although not a teacher in the ordinary sense of the term, it may be claimed for Mr. Andrew Heron, the originator of the Niagara Public Library, founded in 1800, that he was a Teacher in the best sense of the term.

OTHER EDUCATIVE INFLUENCES IN NIAGARA.

Another educative force may be mentioned besides, the libraries of the Reverend Robert Addison, those of St. Andrews' Church and the Mechanics' Institute. . Many books were printed in Niagara, some of an educational character. Mr. Andrew Heron reprinted Mavor's Spelling Book in 1824 ; and, in 1841, was issued Davidson's Spelling Book. From Doctor Hodgins

“Documentary History of Education,” we learn, that Mr. Alexander Davidson was a Teacher in Port Hope, and applied to Parliament in 1831, for authorization for his Spelling Book. It seems to have been comprehensive, containing outlines of Geography, Grammar, Religious Lessons, Morning and Evening Prayers and Hymns . . .

Mr. John Simpson published the Canadian “Forget-Me-Not.” In it appears the first long poem of Mr. Kirby, F. R. S. A., called the “U. E.,” It contains descriptions of Canadian life and scenery, still unsurpassed in Canadian poetry . . .

MISCELLANEOUS EDUCATIONAL ITEMS—NOTED PAPERS.

The Ladies’ Schools must not be forgotten. One narrator tells us of a Mrs. Radcliffe, in 1820, who taught the harp and piano; another mentions a young girl, Miss Birdsley, who was a good Latin scholar, having been taught by a Mr. McPherson. Some of the advertisements are amusing, containing the rules and regulations, subjects taught, etcetera. In the *Niagara Herald* for 1830, is the advertisement of the Niagara Seminary for young ladies, taught by Mrs. Fenwick and Mrs. Breckenridge, day scholars and boarders. The school of the Misses Crooks is spoken of, also the large boarding School of the Misses Millard. Besides the names given before, as pupils taught in the early Schools of Niagara, may be mentioned Judge Baxter, Judge Miller, the Honourable Archibald McKellar, Judge Campbell, the Honourable J. G. Currie, the Reverend F. Trew, Judge Kingsmill, Messieurs. James M. Dunn, LL. B., F. Harkness, A. Niven, P. L. S., and Charles Hunter. Dignity is given to the Schools of Niagara by the many points of their history, which also touch the history of the Country, and the important part played by many of the early teachers in the history of the place.

Many amusing stories could be told of the snow balling matches between the Public and the Separate Schools . . . Other contests between the town boys and the dock boys were perhaps as exciting in their day as those in the English Universities between Form and Gown. It is recalled by one of the dock boys, that when some town boys were sent out to bring him in to school as a truant, the report came back to the horrified pupils, that he was standing in defiance of Monitors and Master, with a pile of brickbats collected to do execution on any assailing force. It is not proposed to refer to the schools of a later day, or the changes from the severe methods, corporeal punishment, the dreaded public examinations, the prize books, to the changed curriculum, the presence of girls in the High Schools, the change from the excessive memorizing, etcetera.



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ERRATA.

Page 54, about the middle of the page, for " Ritchey," read Richey.
 " 80, third line from the bottom, for " initiali," read initiati.
 " 80, fourth line from the bottom, for " usdem studus," read iisdem studiis.
 " 80, twelfth line from the bottom, for " las," read eas.
 " 80, thirteenth line from the bottom, for " truntur" read fruntur.
 " 80, seventeenth line from the bottom, before " virum," insert penes.
 " 81, third line from the top, for " Juventutum," read Juventutem.
 " 207, 209 and 211, running head lines for " 1856," read 1846.
 " 212, twenty lines from the bottom, for " 000," read 211.
 " 256, tenth, fourteenth and sixteenth lines from the bottom for " 1791," read 1797.
 " 258, twenty-ninth line from the bottom for " page —," read page 230.
 " 259, fourteen line from the top for " 1791," read 1797.

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